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ABSTRACT

This is the first of a series of final report volumes on the Project, Coping Styles and Achievement: A Cross-National Study of School Children. The study was designed to develop a conceptual system for describing effective coping behavior in several cultures; to develop measures of coping style and coping effectiveness which would be uniformly applicable in the various cultures; and to determine the relationship of such coping behavior to academic performance, skill in coping with major problems of living, vocational aspirations, and career-centered values, in each country. The first two objectives were successfully met during the first two years of the study. A universally acceptable definition was evolved which describes the attitudinal and behavioral componants of effective coping behavior. A diversified battery was developed for assessing these characteristics in a variety of ways, and for assessing the aspirations, career values, and performance of the children in the various countries studied. (Author/WS)

COPING STYLES AND ACHIEVEMENT: A CROSS-NATIONAL STUDY OF SCHOOL CHILDREN

Volume II of VII Volumes

CULTURAL PATTERNS OF COPING

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COPING STYLES AND ACHIEVEMENT:
A CROSS-NATIONAL STUDY OF SCHOOL CHILDREN

VOLUME II of VII VOLUMES
CULTURAL PATTERNS OF COPING

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August 15, 1972

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HEALTH, EDUCATION, AND WELFARE

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TEXAS EDUCATION AGENCY

Occupational Research and Development,
Department of Occupational and Technical Education

FOREWORD

The very large, complex testing program required for the study, involving several thousand children in each country, could not have been carried out with the accuracy and completeness which were so vitally necessary, without the extremely hard, thoughtful, dedicated effort of the research staff in each of the participating centers Thereafter, the development of truly uniform scoring systems for the many instruments and the actual scoring of thousands of protocols were also the product of these researchers, led by the principal investigators. It scarcely does justice to their conscientious, deeply insightful work merely to list their names. But that, at least, must be done, as a very small token of the gratitude each one of them so richly deserves. Station by station, here are the people who carried out the work of the study.

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When all of the data had been collected, scored, and transmitted to the central station in Austin, several years were required to carry out the data processing and the unprecedentedly large-scale statistical analyses. Various vicissitudes, such as periodic, major breakdowns in the computer facilities, and human errors which required redoing of some large analyses, delayed completion beyond the expiration date of the original grant. At this point, Dr. Gary Borich volunteered to see through to completion all of the analyses of Stage I data which were needed for Volumes II, IV, and VI of this series of reports. Thanks to his research acumen, his statistical

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sophistication and his managerial skills, all of these analyses have finally been completed, fully and correctly. John Sheffield and Jim Sherrill did the requisite computer programming and carried out the data processing.

The basic computer programs for all of these analyses were originally designed by Dr. Donald Veldman of The University of Texas at Austin, who gave invaluable advice at many stages throughout the study. Dr. Veldman also took complete charge of the analyses of the Stage III data, reported in Volume V.

A large share of gratitude is due to Mrs. Mary Purcell, Mrs. Hazel Witzke, and Miss Linda Flowers, for their expert help in the preparation of the final manuscripts for these reports.

Although they are named in the list of staff members in the Austin station, special recognition must be given to Elaine Michelis and Elma Frieling. Mrs. Michelis worked on the study from its beginning in 1965 until its completion in 1972. She was primarily responsible for developing the objectified scoring systems for both the Sentence Completion and the Story Completion instruments, throughout their intricate evolutions. She also wrote substantial parts of the final manuscripts. Mrs. Frieling has served as executive secretary to the project for its final two years, meticulously organizing the literally thousands of details which had to be brought together and kept together in order to bring the project to a successful completion.

To Dr. Oliver Bown, my partner of many years and co-director with me of the Research and Development Center for Teacher Education, I owe a great debt of gratitude for the many months, over these seven years, when he has single-handedly managed the R & D Center at those times when I had to be abroad, working with my colleagues in this international study.

All of us feel a deep gratitude to Dr. Alice Scates of the U.S. Office of Education for her original encouragement and the continuing, wise guidance she has given us over the years. Similarly, we are intensely grateful for the unflaggingly patient, understanding help given by Dr. Clay Brittain, Dr. Judith Weinstein, Dr. Susan Klein and Dr. Laurence Goebel, the officers in charge of the project for the U.S. Office of Education. Dr. John R. Guemple and Dr. Oscar Millican of the Texas Education Agency gave indispensable support in the final phase of the project. Without their help, these volumes of reports could not have been produced. The most literal debts of all are owed to the Congress of the United States, to the Research Division of the Vocational Education Branch of the U.S. Office of Education, and to the Texas Education Agency, for providing the financial support without which this basic study could not have been carried out.

Robert Peck
Austin, Texas
July, 1972

TABLE OF CONTENTS

VOLUME II of VII VOLUMES
CULTURAL PATTERNS OF COPING:
THE FINDINGS FROM A STUDY OF 6,400 CHILDREN IN SEVEN COUNTRIES

TITLE PAGE

FOREWORD

TABLE OF CONTENTS

ABSTRACT

SECTION I
OVERVIEW

Introduction . . . . I 1

SECTION II
FINDINGS: INTRACOUNTRY REPORTS

BRAZIL, SAO PAULO
ANOVA of Means

Subgroup Descriptions . . . . II - 9
Sample Differences by Age, Socioeconomic Status and Sex . . . . II - 48
Figure 1 . . . . II - 64
Figure 2 . . . . II - 70
Hypotheses and Findings . . . . II - 71

Correlational Analysis

Criterion-Criterion Relationships . . . . II - 77
Predictor-Predictor Relationships . . . . II - 78
Predictor-Criterion Relationships . . . . II - 114
Figure 3 . . . . II - 126

MEXICO, MEXICO CITY

Introduction . . . . II - 144

ANOVA of Means

Subgroup Descriptions . . . . II - 146
Sample Differences by Age, Socioeconomic Status and Sex . . . . II - 179
Figure 1 . . . . II - 196
Figure 2 . . . . II - 202
Hypotheses and Findings . . . . II - 203

Correlational Analysis

Criterion-Criterion Relationships . . . . II - 208
Predictor-Predictor Relationships . . . . II - 209
Predictor-Criterion Relationships . . . . II - 234
Figure 3 . . . . II - 241

ENGLAND, LONDON

ANOVA of Means

Subgroup Descriptions . . . . II - 258
Sample Differences by Age, Socioeconomic Status and Sex . . . . II - 303
Figure 1 . . . . II - 318
Figure 2 . . . . II - 324
Hypotheses and Findings . . . . II - 325

Correlational Analysis . . . . II - 331
    Criterion-Criterion Relationships
    Predictor-Predictor Relationships
    Predictor-Criterion Relationships
    Figure 3 . . . . II - 362

ITALY, MILAN

ANOVA of Means

Subgroup Descriptions . . . . II - 380
Sample Differences by Age, Socioeconomic Status and Sex . . . . II - 408
Figure 1 . . . . II - 421
Figure 2 . . . . II - 427
Hypotheses and Findings . . . . II - 428

Correlational Analysis

Criterion-Criterion Relationships . . . . II - 433
Predictor-Predictor Relationships . . . . II - 433
Predictor-Criterion Relationships . . . . II - 458
Figure 3 . . . . II - 468

YUGOSLAVIA, LJUBLJANA

ANOVA of Means

Subgroup Descriptions . . . . II - 486
Sample Differences by Age, Socioeconomic Status and Sex . . . . II - 522
Figure 1 . . . . II - 542
Figure 2 . . . . II - 548
Hypotheses and Findings . . . . II - 549

Correlational Analysis . . . . II - 554
    Criterion-Criterion Relationships
    Predictor-Predictor Relationships
    Predictor-Criterion Relationships
    Figure 3 . . . . II - 577

UNITED STATES
CHICAGO (METROPOLITAN AREA)

ANOVA of Means

- Subgroup Descriptions . . . . II - 595
- Sample Differences by Age, Socioeconomic Status and Sex . . . . II - 623
- Figure 1 . . . . II - 638
- Figure 2 . . . . II - 644
- Hypotheses and Findings . . . . II - 645

Correlational Analysis . . . . II - 650
- Criterion-Criterion Relationships
- Predictor-Predictor Relationships
- Predictor-Criterion Relationships
- Figure 3 . . . . II - 688

UNITED STATES
AUSTIN, TEXAS

ANOVA of Means

- Subgroup Descriptions . . . . II - 706
- Sample Differences by Age, Socioeconomic Status and Sex . . . . II - 749
- Figure 1 . . . . II - 771
- Figure 2 . . . . II - 777
- Hypotheses and Findings . . . . II - 778

Correlational Analysis

- Criterion-Criterion Relationships. . . . . II - 783
- Predictor-Predictor Relationships . . . . II - 785
- Predictor-Criterion Relationships . . . . II - 822
- Figure 3 . . . . II - 837

JAPAN, TOKYO

ANOVA of Means

- Subgroup Descriptions . . . . II - 855
- Sample Differences by Age, Socioeconomic Status and Sex . . . . II - 892
- Figure 1 . . . . II - 905
- Figure 2 . . . . II - 911
- Hypotheses and Findings . . . . II - 912

Correlational Analysis

- Criterion-Criterion Relationships. . . . . II - 917
- Predictor-Predictor Relationships . . . . II - 918
- Predictor-Criterion Relationships . . . . II - 945
- Figure 3 . . . . II - 956

SECTION III
FINDINGS: INTERCOUNTRY COMPARISONS

Introduction . . . . III - 974

ANOVA of Means
  Individual Country Descriptions
  Sao Paulo, Brazil . . . . III - 977
  Mexico City, Mexico . . . . III - 981
  London, England . . . . III - 991
  Milan, Italy . . . . III - 995
  Ljubljana, Yugoslavia . . . . III - 998
  Chicago, Illinois (Metropolitan Area) U.S.A. . . . . . III - 1001
  Austin, Texas U.S.A. . . . . III - 1004
  Tokyo, Japan . . . . III - 1008

An International Comparison of Age Trends, Socioeconomic Differences and Sex Differences
  Introduction . . . . III - 1014
  Age Trends . . . . III - 1015
  Social Status Differences . . . . III - 1024
  Sex Differences . . . . III - 1037

Initial Hypotheses About Sex and Status Differences and How They Fared . . . . III - 1046

  Figure 4 . . . . III - 1050
  Figure 5 . . . . III - 1066

LIST OF FIGURES

Figure 1 - Stage I

Brazil - Group Comparisons Based on Analysis of Variance of Mean Scores . . . . II - 64
Mexico - Group Comparisons Based on Analysis of Variance of Mean Scores . . . . II - 196
England- Group Comparisons Based on Analysis of Variance of Mean Scores . . . . II - 318
Italy - Group Comparisons Based on Analysis of Variance of Mean Scores . . . . II - 421
Yugoslavia- Group Comparisons Based on Analysis of Variance of Mean Scores . . . . II - 542
Chicago (Metropolitan Area) U.S.A. Group Comparisons Based on Analysis of Variance of Mean Scores . . . . II - 638
Austin, Texas U.S.A. Group Comparisons Based on Analysis of Variance of Mean Scores . . . . II - 771
Japan - Group Comparisons Based on Analysis of Variance of Mean Scores . . . . II - 905

Figure 2 - Stage I

Brazil - Order of Preference for Occupational Values. . . II - 70
Mexico - Order of Preference for Occupational Values. . . II - 202
England- Order of Preference for Occupational Values. . . II - 324
Italy - Order of Preference for Occupational Values. . . II - 427
Yugoslavia - Order of Preference for Occupational Values II - 548
Chicago - Order of Preference for Occupational Values . . II - 644
Austin - Order of Preference for Occupational Values. . . II - 777
Japan - Order of Preference for Occupational Values . . . II - 911

Figure 3 - Stage I

Brazil - Tables of Significant Correlations . . . . II - 126
Mexico - Tables of Significant Correlations . . . . II - 241
England - Tables of Significant Correlations . . . . . . II - 362
Italy - Tables of Significant Correlations . . . . II - 468
Yugoslavia - Tables of Significant Correlations . . . . . II - 577
Chicago - Tables of Significant Correlations . . . . . . II - 688
Austin - Tables of Significant Correlations . . . . II - 837
Japan - Tables of Significant Correlations . . . . II - 956

Figure 4 - Stage I

Brazil - National Score Profile Relative To All Other Countries . . . . III - 1050
Mexico - National Score Profile Relative To All Other Countries . . . . III - 1052
England - National Score Profile Relative To All Other Countries . . . . III - 1054

Italy - National Score Profile Relative To All Other Countries . . . . III - 1056
Yugoslavia - National Score Profile Relative To All Other Countries . . . . III - 1058
Chicago - National Score Profile Relative To All Other Countries . . . . III - 1060
Austin - National Score Profile Relative To All Other Countries . . . . III - 1062
Japan - National Score Profile Relative To All Other Countries . . . . III - 1064

Figure 5 - Stage I

Intercountry Comparison: Country, Age, Class, and Sex Differences . . . . III - 1066

COPING STYLES AND ACHIEVEMENT: A CROSS-NATIONAL STUDY OF SCHOOL CHILDREN

ABSTRACT

The Cross-National Study of Coping Styles and Achievement was designed to develop a conceptual system for describing effective coping behavior in several cultures; to develop measures of coping style and coping effectiveness which would be uniformly applicable in the various cultures; and to determine the relationship of such coping behavior to academic performance, skill in coping with major problems of living, vocational aspirations, and career-centered values, in each country. The first two objectives were successfully met during the first two years of the study. A universally acceptable definition was evolved which describes the attitudinal and behavioral components of effective coping behavior. A diversified battery was then developed for assessing these characteristics in a variety of ways, and for assessing the aspirations, the career values and the performance of children in the several countries.

This volume, the second of seven, reports the findings from a cross-national sample of 6,400 children. Eight hundred children were assessed during 1968-69 in each of eight urban centers: Sao Paulo, Brazil; London, England; Milan, Italy; Tokyo, Japan; Mexico City, Mexico; two communities in the metropolitan Chicago area, U.S.A.; Austin, Texas, U.S.A.; and Ljubljana, Yugoslavia. Each national sample was equally divided into age groups of ten and fourteen years; the two sexes; and two socioeconomic status groups, upper-middle class and skilled working class (upper-lower).

Each country's findings are given first. A description of the distinctive characteristics of each of the eight sub-samples is followed by the correlation of the coping measures with one another, with the career value and career aspiration measures, and with several independent measures of coping performance. A cross-national analysis then describes those characteristics which showed unique national patterns (an empirical representation of some facets of "national character," it might be said). Finally, those characteristics are described where age or sex or socioeconomic status differences proved to be larger or even to completely override national differences.

Correlational analysis identified significant relationships between coping skills and attitudes, and the various criterion measures of effective performance. Substantial age, sex, status and national differences were found in both the levels and the interrelationships of these characteristics.

Discussion of practical implications of the findings is left for Volume V. There, the results of a replicated analysis of a new sample, studied in 1968-69, make it possible to identify those relationships which were stably observable in the two different samples of children, three years apart, and also to identify relationships which showed significant changes over that interval.

SECTION I

OVERVIEW

COPING STYLES AND ACHIEVEMENT:
A CROSS-NATIONAL STUDY OF SCHOOL CHILDREN

The University of Texas at Austin

1972

SECTION I

OVERVIEW

INTRODUCTION

This Cross-National Study of Coping Styles and Achievement had several objectives, arranged in a sequential order. The first aim was to develop, if possible, a conceptual system for describing effective coping behavior which would be acceptable in a variety of cultures, although allowing for cultural variation in the definition of what constitutes effective coping. If such a conceptual system could be achieved, the next intent was to develop operational measures of coping style and coping effectiveness which would be uniformly applicable in the varied cultures. If success could be achieved in this second step, the next step would be to apply such measures to appropriate samples of children in each society, along with independent measures of academic performance and skill in coping with interpersonal relations, relationships with authority, the handling of aggressive behavior from other people, and the handling of feelings of anxiety. Additionally, the coping measures would be compared to measures of vocational aspiration and to measures of the rewards which young people seek in their future careers.

Stage I of the study built the conceptual system, designed the instruments and applied them to a stratified sample of children in seven countries.

In Stage II, interviews were conducted with the parents of ten per cent of the children tested in Stage I. This was an effort to identify patterns of family experience which might have influenced the way the children learned to cope with problems.

In Stage III of the study, refined conceptualizations and instruments were developed out of the experience gained in Stage I. These were applied to a new sample of children, in eight countries, in 1968-70, both to test the revised system and to determine what patterns of coping behavior were stably observable in the two different samples, thus permitting sound generalization about age, sex, class, and cultural patterns of coping behavior.

The findings of the study are reported in seven volumes, as follows:

Volume I	The Conceptual System, the Instrumentation and the Design of the Study
Volume II	Cultural Patterns of Coping: The Findings from A Study of 6,400 Children in Seven Countries

Volume III	Parental Views of Themselves and Their Children in Eight Countries
Volume IV	Family Antecedents of Coping Behavior in Eight Countries
Volume V	A Replication Study of Coping Patterns in Eight Countries
Volume VI	The Coping Patterns of Minority Groups and Acculturative Trends in Migrants from three Societies
Volume VII	Scoring Manuals and Distribution Statistics for the Instruments

THE ORGANIZATION OF THE RESEARCH

The way in which the study was organized and conducted may have been unique. At the time the study was launched, at least, and for a study of this size and complexity, the organizational strategy was a rather radical innovation. The plan was a reaction against the familiar "colonial" model, whereby most of the conceptual design and instrumentation are worked out by an investigator in a single country, with collaborators in other countries simply enlisted to carry out the data collection, and with the initiator usually retaining final control over the analysis and interpretation of the data. Instead, the study was planned as a democratic collaboration, with every collaborator having an equal voice in deciding the design, the instrumentation, the execution, and the interpretation of the research.

The initial idea for the study did occur in one place, of course. It grew out of a complex of studies at The University of Texas involving the identification and measurement of significant aspects of positive mental health, particularly as this related to the education of teachers. In the late 1950's Dr. Robert Peck, who had led these studies, also began collaborating with Dr. Rogelio Diaz-Guerrero of the National University of Mexico in a series of pilot studies of culture-typed value systems, with particular attention to values affecting interpersonal competence.

To begin the new study, Peck first secured a small grant from the U.S. Office of Education to hold an exploratory conference of behavioral scientists from a number of diverse cultures. Dr. Robert Havighurst of The University of Chicago was invited to host this conference; and he, in turn, invoked the aid of Dr. Robert Hess who managed the arrangements for the conference, held in February, 1964.

Peck and Havighurst selected a list of distinguished behavioral scientists who seemed likely to be interested in conducting a collaborative study on the general topic of coping effectiveness, its development, and its relationship to academic and vocational performance. Those invited to the initial conference included Dr. Arrigo Angelini from the University of Sao Paulo, Brazil; Dr. Marcello Cesa-Bianchi from the University of Milan, Italy; and Dr. Ursula Lehr from the University of Bonn, West Germany. All three of these scholars had collaborated on previous research with Havighurst. Diaz-Guerrero of The University of Mexico, who had collaborated with Peck for several years, was also invited.

Two other groups of scientists were invited and met in separate sub-groups during the conference to explore the possibilities of two other research plans. One of these materialized into a study led by Dr. Hess on the political socialization of children in a number of countries.

The working group that explored the possibility of research on coping effectiveness developed active enthusiasm for the idea. They also welcomed the idea that the entire design and execution of the project should be a collaborative undertaking, from the beginning. This meant not only that the conceptualization and instrument development would be jointly decided by all members of the international team, but that the execution of the research in each country would be carried out by the team in that country, with its own subcontract for its share of the research and its own discretionary use of the funds allotted to it.

During the meeting, considerable headway was made in discussing the general strategy and specific instrumentation for such a study. A number of the approaches suggested in the initial working paper for the conference were adopted and a number of additional kinds of instruments were either nominated or foreshadowed for development in the near future. By the close of the meeting, the group authorized Peck to draw up a detailed research proposal for submission to the U.S. Office of Education. The group also agreed to carry on several pilot studies over the next year, using their own resources.

A detailed research design was drawn up at Austin, circulated to all members of the group and the final plan was approved for funding, beginning in July, 1965. During that year, pilot data had been collected in a number of countries, including a preliminary form of a Story Completion instrument. Reports on these pilot data were presented and discussed at the Inter-American Society of Psychology Congress in Miami, Florida, in December, 1963, with followup correspondence in the succeeding months.

Once funding had been secured, the first step was to hold a two-week, international conference at The University of Texas in August, 1965. During this relatively brief period, the sampling design was worked out in final detail. Each of the instruments described in the proposal was prepared in complete, final detail, translated on the spot into each of the national languages represented on the team, and cross-checked repeatedly for the exact semantic equivalence of each item. Scoring systems were settled upon for many of the instruments. Furthermore, provisional systems for coding the projective instruments were worked out by a sub-committee and reviewed by the complete international team. Thus, by the close of the conference, each team had participated in developing a single, uniform research plan, including the sampling methods to be used and the instruments to be applied. A good deal of correspondence was necessary over the following year in order to work out final details of the coding and scaling systems for the projective instruments, but the basic direction that would take was clear at the end of the first international conference.

Between the time of the 1964 conference and the 1965 conference, Dr. Kenneth Miller, then at The University of London, joined the research team to add an English center to the network. Immediately following the 1965 conference, according to a plan which he had proposed earlier and which had been ratified by the other members of the team, Peck went to Japan to enlist the National Institute for Educational Research as a collaborative partner in the network. This was accomplished in October, 1965. During this same time, Dr. Leon Zorman and Dr. Ivan Tolicic of The University of Ljubljana, Yugoslavia, had learned about the study from the German collaborators and had inquired whether they would be welcome as an additional member of the network. They were enthusiastically invited to join and subsequently carried out the entire study, completely out of their own resources. As it happened, there were obstacles in the way of German participation which developed during 1965. Consequently, the German did not participate in the first stage of the study; but they rejoined the network for the second and third stages, as is reported in Volumes IV and V, carrying out their phase of the study with financial support from their own country.

INSTRUMENT BUILDING AND DATA COLLECTION

From late 1965 through early 1967 the data were collected which form the basis for this volume. A cross-national sample of more than 7,000 children was tested. Eight hundred children were assessed in each of eight urban centers: Sao Paulo, Brazil; London, England; Milan, Italy; Tokyo, Japan; Mexico City, Mexico; two communities in the metropolitan area of Chicago, Illinois, U.S.A.; Austin. Texas, U.S.A.; and Ljubljana, Yugoslavia. Several thousand children were initially tested in each country, in order to obtain final samples which met the rigorous restrictions of age and socioeconomic status. The children in each place were equally divided by age (ten and fourteen years), by sex, and by socioeconomic status -- upper-middle class and skilled working (upper-lower) class.

In addition, in Austin and Chicago, samples were obtained of Black children; and in Austin a sample of Mexican-American children was obtained. These samples were used in the analyses reported in Volume VI of this series.

In the first stage of the study, reported in this volume, two interwoven sets of operations were carried out. The first consisted of applying the diversified assessment battery to a stratified sample of school children, in order to test a large number of hypotheses about relationships among age, sex, socioeconomic status and national culture, on the one hand, and characteristics of aptitude, school achievement, vocational aspiration and vocational values, on the other. The second aspect of Stage I was an inductive, theory-building and instrument-building operation. New, exploratory data were gathered, showing children's spontaneous responses to a series of problem situations. The objectives were to discover the major components in problem solving -- that is, coping behavior; to develop and refine operational measures of these coping style dimensions; and to devise something which did not exist at that time: an objective, reliable system for coding the nature and sequence of the behavioral steps which make up each different pattern of response to a life problem.

These aims were successfully pursued to the point where a theoretical system was evolved and was embodied in a reliable behavior-coding system. Application of this coding to the experimental instruments used in Stage I identified many specific ways in which those instruments needed to be revised and improved in order to permit more accurate, complete testing of the coping style theory. Revised forms of the instruments were pilot tested and improved coding systems were developed. By the summer of 1968 a second-generation battery of instruments was ready for experimental application to a new sample of children. The results of that subsequent testing, Stage III of the study, are reported in Volume V of this series.

The assessment battery used in Stage I included the following instruments: a demographic questionnaire; the Raven Progressive Matrices, selected as the closest thing to a culture-free measure of intellectual aptitude as exists; standardized tests of achievement in mathematics and reading, selected according to existing school practice and the best available instruments in each country; an Occupational Interest Inventory, including questions about aspirations and expectations for future careers; and an Occupational Values Inventory, derived from earlier research by Dr. Donald Super and from research at The University of Texas; a Social Attitudes Inventory, a self-report questionnaire for children to describe to what degree they cope with problems in an active or passive way, and to what degree they resort to active or passive defensive behavior; a specially designed Sentence Completion instrument, aimed at eliciting both attitudinal and behavioral aspects of coping behavior; and a Story Completion instrument, designed to elicit the steps and sequence of actions which different children use in responding to problems of task achievement, interpersonal relations, relationships with authority, aggressive behavior from other people, and feelings of anxiety.

Testing began in November, 1965. The data collection in most countries was largely completed by February, 1967. At the Austin station, however, the unexpected difficulty of locating sufficiently concentrated samples of upper-middle class Latin-American and Black children projected the search for subjects into many cities in Texas. Consequently, although the testing of Anglo-American children in Austin was finished during 1966, data collection efforts were not terminated in Texas until June, 1967. The local scoring of all instruments, except for the exploratory free-response battery, was finished in each country by late 1967.

A concept system for defining coping styles, acceptable to all countries, was evolved by August, 1967. Work on this system had begun in 1964 and proceeded with the analysis of early pilot forms of the instruments in 1964 and 1965. As soon as the data from the Stage I Sentence Completion and Story Completion instruments began to come in, during 1966, work began on various ways of evaluating these data. At first, a rating approach was used but serious problems of cross-cultural equivalence in judgmental ratings were soon encountered. At the international work conference in London in August, 1966, a logic system was developed for applying a detailed response-coding system to the data. The systems for the two instruments were subsequently developed at the Austin station, tried out in each country, revised, tried again, and revised again. By February, 1968, three things had been accomplished. First, as adequate and reliable a coding system had been evolved for the Stage I edition of the instruments as the limitations of those instruments permitted. In addition, a set of evaluative scales was developed, measuring the major dimensions in the coping style theory which had evolved out of the analysis of the children's responses to the problems. These scales were defined in terms of objectively identified response patterns in the coding dictionary, thus leaving no room for ambiguity or cultural bias. Third, improved items were constructed and pilot tested, in preparation for Stage III of the study.

The present report contains the results of the first stage. Two kinds of analyses were performed. The first was an analysis of variance of the mean scores of all sub-samples in the total research population, on the more than 100 variables measured by the assessment battery. This made it possible to describe the pattern of aspirations, attitudes and behavior of the children in each national sample, and in each of the eight sub-groups within that sample. A second analysis of variance was then performed, comparing all of the national samples with one another. This made it possible to identify a number of trans-cultural "universals" which appeared to operate everywhere; and it also identified a large number of ways in which children systematically differed according to their age, their sex, their soecioeconomic status or their national culture.

The second form of analysis was correlational. Characteristics of aptitude, aspirations, career values, attitudes and coping behavior were correlated with several independent measures of performance in academic work and in dealing with the other four kinds of life problems. An analysis of variance of these correlations, in all countries, was then performed in order to make it possible to determine cultural similarities and differences in the attitudes, values and coping styles which were significantly related to performance in each country.

In this volume, all of the findings about the children in each country are presented first, country by country. Using the results of the analysis of variance of mean scores, each of the eight subsamples in the country is described. Significant age, socioeconomic status and sex differences are described, in that order. The confirmation or refutation which these findings provide for some of the original hypotheses of the study are then presented. The final part of each intra-country report describes the results of the correlational analyses.

After the reports of the findings for the individual countries, come the results of the inter-country analyses, both the analysis of variance of mean scores across all national samples and the analysis of variance of predictor-criterion correlations across the national samples.

The decision was made to use univariate rather than multivariate analyses, for a combination of scientific and practical reasons. Although all of the principal investigators had a thorough command of sophisticated statistical techniques, they also had experienced repeated difficulties in communicating to educational or lay audiences whenever they used anything more than simple descriptions of single dimensions. Reporting the results of multivariate analyses often left the audience unable to trace back the complexly composed outcome measures to their sources in the original instruments. In this regard, the willingness of school officials to permit special testing sometimes depended on the face validity they perceived in the test instruments. Such practical considerations weighed heavily in a number of places in the research network.

A number of multivariate analyses were performed, of course, in the process of developing and refining various instruments. The Behavior Rating Scales were factor analyzed, for example, as were successive item pools used in developing the Views of Life questionnaire, for Stage III. In these and other such analyses, substantial national or sub-cultural differences were repeatedly found in the way different groups of children associated items into factorially "sample" clusters. Thus, even though each separate idea contained in a test item was similarly understood by all children, the way in which they put several ideas together into a pattern varied from one cultural group to another.

In such instances, it simply was not valid to derive a factor score and use it to compare children from different samples, as if this nicely simplified, economical score had the same meaning to the different groups of children.

Thus, for a combination of theoretical and practical reasons, univariate analyses form the basis for this report. A number of multivariate analyses can be carried out subsequently, it is hoped, including multiple linear regression analyses; but the sheer number of variables exceeds the practical limits of such statistical models, except for some selected, small sub-sets of variables.

SECTION II

FINDINGS: INTRACOUNTRY REPORTS

COPING STYLES AND ACHIEVEMENT:
A CROSS-NATIONAL STUDY OF SCHOOL CHILDREN

The University of Texas at Austin

1972

ANOVA OF MEANS:
SUBGROUP DESCRIPTIONS

BRAZIL TEN-YEAR-OLD UPPER-LOWER MALES

Aptitude and Achievement

In relation to the intellectual aptitude, as measured by the Raven, this group stood third lowest. Concerning the Achievement Test results, namely Mathematics, Reading, and Grade Point Average, this group didn't differ significantly from the other groups.

Peer Behavior Rating Scales

Though this group did not differ significantly from other groups tested, they were ranked in the upper half (second or third) on all Peer BRS ratings.

Self-Behavior Rating Scales

These subjects were,among the eight groups, those which were placed higher in self-evaluation in almost all the behavior areas included in the instrument. The results of their self-evaluation placed them first in Academic and Nonacademic Task Achievement, in Interpersonal Relations with Authority and Peers, in becoming easily upset, in Self-Assertion, and in the Summary Scores. The only item in which their self-evaluation placed them second was the one concerning the ability to cope with aggression.

Therefore, it may be said that this was the group with the best self-image in all behavior areas of the BRS. They had a very positive self-concept, although they considered themselves low in emotional control when things went wrong.

Occupational Values[1]

In Brazil there were no significant differences among the eight groups of subjects found for the occupational values of Self-Satisfaction, Surroundings, and Variety. This means that in this country there were no significant statistical differences among these groups of subjects concerning the value that may be expressed in these words: feel good about doing the job well, have a nice place to work and have a job in which one would be doing many different things. For this reason we will omit these three values in the description of Brazilian data of the eight groups in relation to the Occupational Values Inventory

When the group of ten-year-old upper-lower males was compared to the other groups, there were no significant differences in the Overall Intrinsic and Extrinsic Values. In other words, when we took the

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[1] Just as this report went to press, it was found that a small error had occurred somewhere in scoring the Occupational Values data from Brazil. This has not been localized and seems to be about 1% in magnitude, but could slightly affect the mean scores on any variable. Consequently, both the individual scales and the "extrinsic" and "intrinsic" sub-totals should be interpreted with caution. This caution applies to both the Brazilian intra-country report and to the report on Brazil's Occupational Values in the inter-country comparison.

the average of the Intrinsic Values and the average of the Extrinsic Values, in no one of those two categories did the ten-year-old boys from upper-lower social class show any differences from the other groups of subjects studied. The same fact was observed when we considered the values Follow Father, Management, Intellectual Stimulation, Creativity, and Security.

On the other hand, this group was placed first in Prestige and Economic Returns and placed second in Esthetics.

Furthermore, the data shows that this group was the lowest regarding Altruism, Independence, and Associates and was the second lowest in Success and Accomplishment. In other words, the Brazilian upper-lower ten-year-old boys valued work where they could make money and have prestige whether or not they would have an opportunity to help other people, would be free to go their own way, could be with people they like, or even could get ahead in the job.

When intra-group rankings were studied, a slightly different picture emerged. These boys certainly placed Prestige first but their second ranking was for Success. All groups placed this value either first or second with only one exception: ten-year-old upper-lower females placed it fourth. Economic Returns was ranked third by these boys.

Their least preferred values were a job like that of the father, Independence and Management. Both Management and a job like that of the father were among the three least preferred values, not only of this group, but for both groups of ten-year-old girls and all the fourteen-year-old groups.

Occupational Interest Inventory

Before considering each group separately, we will consider those aspects that are similar to all the eight groups so we may avoid repeating some considerations when we consider the other groups.

First, we may point out that the discrepancy between Occupational Aspirations and Expecations was never significant. This means that the occupational status level which the subjects would like to have (Aspiration) didn't differ very much from the occupational status level they believed that they really will choose (Expectation). There was, thus, a great agreement between Occupational Aspirations and Expectations, showing that both children and adolescents in the Brazilian sample tended to aspire and choose occupations of equivalent level.

The discrepancy between what occupation the subjects believed the parents aspired for them and their own Occupational Aspiration was also not significant. Thus, this score showed that there was great agreement between the occupational status chosen by the subjects and that they believed to be well-accepted by their parents.

In summary, for the whole Brazilian sample, these scores showed consistently that there were low discrepancies between the subjects' Occupational Aspirations and Expectations as well as between Parents' Occupational Aspirations and subjects' aspirations.

The ten-year-old upper-lower boys showed scores in Occupational Aspirations that weren't significantly different from the other groups. However, concerning their Occupational Expectations, that is, occupations which the subjects believed they would really perform in the future, this group ranked second lowest. This means that among all the groups this one chose more frequently than most other groups occupations whose social prestige was rather low. It is interesting to point out that there was a correspondence between the rank in Occupational Aspiration and that in Educational Aspiration. This means that to a low Occupational Aspiration there corresponded a low Educational Aspiration.

Regarding the discrepancy between Father's Occupation and boy's Occupational Aspiration, this group stood in an intermediary position. They obtained the third highest "positive" discrepancy score, showing that the ten-year-old upper-lower boys aspired to jobs whose status level was higher than their father's occupation.

Educational Aspiration

These boys ranked seventh on Educational Aspiration. That is, they had one of the lowest results among the eight groups. However, it is necessary to point out that all the mean scores of the Brazilian sample on this aspect stood above the average. This means that even those groups ranked in the lower positions had rather high Educational Aspirations.

Social Attitude Inventory

This group didn't differ significantly from the other groups in describing themselves when answering the items, either in Active or Passive Coping. Concerning the defensive behavior, this group was at the top in Passive-Defensive, although it didn't differ from the other groups in Active-Defensive. This means that these boys tried to cope with the problems in a typical defensive and passive way.

Sentence Completion

In reacting to the Aggression items in the Sentence Completion, this group ranked second lowest in Stance and Coping Effectiveness. This data indicates that this group, more than the others, reacted poorly whenever they needed to solve problems like those presented by the stems.

While the Authority stems on the Sentence Completion didn't usually distinguish the groups, these boys were lowest in Stance and in the Frequency of Positive Affect in that area.

When faced with dealing with Anxiety, this group of boys achieved the third highest Engagement score. In no other scale did this group differ from other groups with respect to Anxiety.

The Interpersonal Relations stems evoked poorer responses from these boys than from the other subjects. They were lowest in Coping Effectiveness and second lowest in the Frequency of Neutral Affect. These results, besides the high incidence of Negative Affect (second highest), put these boys in an inferior position when compared with the other groups in the solution of interpersonal problems.

The Task Achievement stems didn't differentiate this group from the others, except in Positive Affect where they ranked eighth.

These boys obtained the second largest "negative" Reality/Fantasy Achievement Discrepancy score of all groups, being surpassed only by the fourteen-year-old females of the same social class. That is, these boys reported higher Task Achievement scores for themselves than those which they actually achieved. This score was significantly different from other groups.

In the Summary Scores, these boys received the lowest scores in Frequency of Positive Affect. Therefore, positive emotional reactions were less frequent type of responses among this group.

In the Parent/Child Interaction items, these boys received the second lowest score in Self-Image scale, indicating that they believed that their parents judged them in a negative manner. However, they received the second highest score in the Parent/Child Interaction scale.

Story Completion

On the Coping Effectiveness rating, these boys were lowest of all groups on Story Eight (Aggression). They did not differ on any other story. On the Coping Style Dimensions, these boys were lowest of all groups on Implementation, but did not differ on other Coping Styles.

Interpretive Comments

Among the eight groups studied, this was the group with the worst results.

Although they were placed sixth in Aptitude, their school achievement was not so low, since they didn't differ significantly from the other groups. This seems to show that, in spite of the normal difficulties coming from their socioeconomic status, they engaged in school and in the achievement tests in such a way as to give results that didn't differ from the other groups. It is possible that this engagement springs from the fact that education is considered as a way of social ascension. This would motivate the student to work hard at school and overcome his handicaps.

This group had the best Self-Concept, but this image was not confirmed either by the results obtained in the other instruments, or by classmates' evaluation. These results seemed to indicate that they were not mature enough to make a realistic self-evaluation.

Considering, for instance, the Academic and Nonacademic Task Achievement areas, they evaluated themselves more favorably than all the other groups. However, as was said before, they didn't stand out in GPA, in the achievement tests, or in the responses relative to this area in the projective tests.

As far as Interpersonal Relations are concerned, this was also the group which had the best self-evaluation, contradicting the results obtained in the Sentence Completion instruments.

The same situation occurs with Aggression. They presented a very favorable Self-Concept but in Sentence Completion and in Story Completion they were placed last in Coping Effectiveness in relation to this behavior area. The fact that this group had more inadequate behavior for solving aggression-problems than the other groups is not surprising, since the upper-lower class generally tolerates aggressive behavior in response to aggressive situations. It seems that the subjects in this group tended to overvalue their ability to solve problems in this area.

This calls attention to the fact that these boys in Occupational Values, were very realistic, valuing Prestige and Economic Returns and not valuing Altruism, Independence, and Associates. This was expected since they belong to a social class where the struggle for social ascension is intense. On the other hand, it is common in this class to look for the support of the higher social classes. This would not be in accord with Independence, which, indeed, they chose least often.

Their Educational and Occupational Aspirations, although relatively low, indicated occupations of a higher level than their fathers'. The discrepancy found between these two variables indicated that they want to rise both socially and occupationally.

Concerning the Authority area, the same unrealistic attitude appears. They had a good self-evaluation, but in the Sentence Completion they presented the least positive affect and lowest Stance score. It is to be noted that, in relation to authority, they were the subjects that stood higher in believing that their parents evaluated them in a negative way. This fact may make difficult their coping with parents' authority. Besides, as a halo effect, this conception may make difficult the relationship with other kinds of authority also.

The fact of its ranking last in Implementation, was in accordance with the response patterns which are generally attributed to the subjects of this social class in our culture. It is possible that their responses portrayed an established stereotype. What is more probable, however, is that these behaviors reflected the conditions in which they live or, in other words, the social conditioning to whichthe members of a given social class are submitted.

Summarizing, these boys didn't seem well-prepared to deal with problems in many behavior areas and this inability may have resulted mainly from the social conditions in which they live. Nevertheless, they were not aware of their own limitations and difficulties, which certainly made their behavior still less effective.

BRAZIL TEN-YEAR-OLD UPPER-LOWER FEMALES

Aptitude and Achievement

Taking the eight groups into consideration the girls of this group were the subjects that obtained the lowest results in the Aptitude and Reading tests. Their results in Mathematics and their GPA did not make it possible to discriminate them from the other samples.

Peer Behavior Rating Scales

This group didn't differ from the others as to the way by which the classmates evaluated them in the various stems of the BRS.

Self-Behavior Rating Scales

Concerning Self-Evaluation, this group had one of the best Self-Concepts. It placed second in the summary scores.

They ranked second also in Academic Task Achievement, in getting along with teachers and in the resistance to becoming emotionally upset.

On the remainder of the stems these girls didn't differ from the subjects of the other groups.

Occupational Values

The average results of this group were not significantly different from the other groups' results on the following Occupational Values: Altruism, Independence, Intellectual Stimilation, Security, Prestige, Economic Returns, Associates, Follow Father, as well as on the total Extrinsic Values scores. However this group stood highest on Esthetic and Management as well as on the total Intrinsic value scores. They ranked lowest in Success and Accomplishment and Creativity.

However, in this group, the result that draws attention is the fact that in those values where they differed significantly from all other groups they ranked in extreme position. Namely, they ranked highest in valuing the artistic nature of the work and the possibility to lead other people, besides what was mentioned about the Intrinsic Values, and lowest in valuing the work in which they could make or invent new things and work where they could get ahead.

These girls presented a somewhat different picture from that presented by the other seven groups. They ranked Self-Satisfaction first, then Intellectual Stimulation and Prestige third. Success they ranked fourth, although every other group ranked it either first or second.

Their least preferred values were Creativity, Management, and a job like that of the father. These last two values were among the three least preferred values not only for this group but for both ten-year-old upper-lower males and upper-middle females and all fourteen-year-olds.

Occupational Interest Inventory

This group stood lowest in Occupational Aspiration and Expectations, and also in Educational Aspirations. Such scores allow characterization of this group as the least ambitious of the eight groups concerning Occupational Aspirations and Expectations. It is interesting to point out the correspondence between the above aspects and the Educational Aspirations. The rank in Occupational Expectations corresponded to the rank in Educational Aspiration, both standing in the lowest place.

Concerning the discrepancy between Father's Occupation and Child's Occupational Aspiration, this group stood in an intermediary position (fourth highest "positive" discrepancy). This means that although the upper-lower class girls tended to choose occupations whose status level was higher than their fathers' jobs, the occupations chosen were not very much different from respective father's occupational level.

Educational Aspiration

These girls ranked lowest of all groups in Educational Aspiration. This means that such subjects chose more frequently courses whose social prestige was rather low among the high-level courses which were chosen by all groups.

Social Attitudes Inventory

As a group, they portrayed themselves so as to be at the bottom in comparison with the other groups when they dealt with problems either by passive endurance or compliance (Passive Coping), or when doing actively constructive things to alter the situations or to overcome difficulties (Active Coping). Concerning the defensive behavior, they did not differ significantly from the other groups.

Sentence Completion

This group of girls, generally speaking, was the lowest on all the Sentence Completion scores.

In reacting to the Aggression stems, they were the lowest in Coping Effectiveness of all groups. They are the lowest in the Frequency of Neutral Affect and presented the highest incidence of negative emotional reactions to these stems.

When faced with the need to deal with Authority, this group did not differ from the others, having intermediary scores.

In dealing with Anxiety, these girls stood lowest among the groups in Stance, Engagement, Coping Effectiveness, and Frequency of Neutral Affect, and they showed the highest incidence of negative emotional reactions. Therefore, they reacted more frequently than the other groups with depressive or anxious affect rather than with rational reactions.

Concerning the Interpersonal Relations stems, they ranked second lowest on Stance, but highest on Attitude toward Interpersonal Relations and on Frequency of Positive Affect, in opposition to the fourteen-year-old girls of their same socioeconomic level who stood lowest in this scale.

When they faced task achievement situations, these girls ranked lowest in Stance, Engagement, and Coping Effectiveness, which means that their reactions were poorer and more inadequate than those showed by the other groups. Their main deficiency, when compared with the other groups, was in overt behavior and not in the attitude toward Task

Achievement. They ranked highest in Negative Affect also.

These girls had the third highest "negative" Reality/Fantasy Achievement Discrepancy score of all groups, though they were not significantly different from other middle groups. That is, these girls, in spite of their low scores on the Task Achievement section of the Sentence Completion, fantasized a higher level of achievement than that actually obtained. It should be recalled that their Aptitude and Achievement scores were quite low also.

In the summary scores, this group was the lowest on Stance, Engagement, Coping Effectiveness, and Frequency of Neutral Affect, besides being the highest on Frequency of Negative Affect. However, they achieved the highest overall attitude score of all groups. These data confirm what was said before: this group was the poorest in reacting to the Sentence Completion stems.

In the Parent/Child Interaction scales, these girls received the lowest average score on the Self-Image scale, thus indicating that they believed their parents to hold negative evaluations of them.

Story Completion

On the Coping Effectiveness ratings, these girls stood highest of all groups on Story Two (Father's Authority) and on Story One (Academic Task Achievement). They were lowest of all groups on Sociability but highest on Attitude Toward Authority (from Story Two concerning the father). On the Coping Style dimensions, they received the highest score on Stance and the lowest score on "Affect Tone 2nd" (associated with outcome). These were the only differences involving this group.

Interpretive Comments

This group presented the lowest results in Aptitude and the Reading test, but its results in the other achievement tests could not be distinguished from the other groups.

Studying the results obtained by the group in Aptitude, one would normally expect low results in Achievement and GPA. This was not the case (with Mathematics or GPA), probably due to other characteristics of the group revealed by other instruments used in this research. Considering that education is viewed as a mean of social ascension, and that, in this socioeconomic status the school activity is believed to be a constructive task, it is not surprising that the lower result in Aptitude was not followed by an equally lower result in all school achievement.

The result presented by this group in the Self-BRS indicates that they tended to evaluate themselves in a relatively favorable way. However, in the Sentence Completion, the projected responses in relation to Stance, Engagement, and Coping Effectiveness suggests a very different image of this group in relation to Task Achievement. Although this group had a positive attitude, probably as a reflection of the sociocultural premises, it ranked last in Stance, Engagement, and Coping Effectiveness.

The results obtained from the Social Attitudes Inventory are in fairly good agreement with those obtained from the Sentence Completion in that these girls received the lowest scores of all groups on both the Active and Passive Coping dimensions.

The Story Completion results were somewhere in between those obtained from the Self-BRS and from the Sentence Completion and Social Attitudes Inventory. This group was the more effective as to coping in situations involving father's authority but ineffective in the expression of positive affect in conjunction with the solution to the problem. The scales where they received high ranks were insignificant.

In the results obtained in the Interpersonal Relations area, there is a contradiction between the way these subjects evaluated themselves and the results obtained in the other tests. The group had a good self-concept in relation to the ability to deal with teacher and this should improve, one would expect, the good Interpersonal Relations. Besides, other results from other instruments suggested the possibility of good Interpersonal Relations for this group: for instance, the top ranking on the Attitude scale and the high frequency of Positive Affect manifested in the Interpersonal Relations in the Sentence Completion. However, they stood second lowest in Stance in Sentence Completion Interpersonal Relations. In the other instruments where this behavior area was also evaluated, the Peer BRS and Story Completion, their results didn't distinguish them from the other groups, though they were lowest on Sociability. It is possible that, due to the little opportunity which they have in their socioeconomic environment they didn't develop enough socially adequate behavior to solve these problems as the other groups had. This consideration applies also to the result obtained in the Self-BRS, concerning the deficiency of the emotional behavior control, since they become upset easily.

The Self-BRS results showed that the group evaluated itself well regarding the ability to deal with authority, at least the teacher's authority. This Story Completion results partially corroborated this self-concept. This was the more effective group in coping with father's authority. This result agrees with the sociocultural premises which value the father's authority, mainly in the upper-lower class where the father's authority is beyond question.

Since usually this class doesn't give importance to Esthetics and Intrinsic values, the high results obtained by this group for those values are remarkable. It is possible that these results may be due to inadequacy of the items of the Occupational Values. It may be that the understanding of the items was made difficult by the poor verbal development of these girls and, consequently, there was a poor comprehension of the situations and values involved. It's possible that when they read the item dealing with musicians and artists, they recalled their favorite popular singers who most frequently rise rapidly in social status as a consequence of great economic returns.

Their standing last in the Success and Accomplishment and in Creativity was in accordance with the values acting in the upper-lower class.

These girls, even though they obtained low scores in Aspirations and Expectations in the Occupational Interests, in relation to the other groups, many times chose occupations above their social class. This explains the discrepancy found between their aspirations and their father's occupations.

Regarding Educational Aspirations, an eighth place doesn't mean a low aspiration but only that their aspiration was not so high in relation to the other groups.

Concerning the behavior area Aggression, in the Sentence Completion this group showed little ability to cope. It is possible that this happened due to, first, a certain passivity of the group and, second, a greater acceptance of less effective behavior for the girls in this area. Another explanation would be that girls had less experience in situations involving aggression than did boys.

The poor ability of this group to cope with Anxiety, revealed in the Sentence Completion may be partially the result of a benevolence in relation to the female behavior in this area, and also of a lack of training to deal with this kind of situation.

Summarizing, this group showed little ability to solve problems in many of the behavior areas studied in this research, inability that may be explained by characteristics of sex and socioeconomic level.

BRAZIL TEN-YEAR-OLD UPPER-MIDDLE MALES

Aptitude and Achievement

The boys of this group ranked second in Aptitude as measured by the Raven. In the Achievement tests they did not present results that made it possible to discriminate them from the other groups.

Peer Behavior Rating Scales

This was the group evaluated lowest by classmates in Academic Task Achievement, Behavior in Relation to Authority, Self-Assertion, and in the Peer BRS Summary score. This means that their classmates had a relatively poor opinion of these subjects' behavior in those areas evaluated by this instrument.

Self-Behavior Rating Scales

As for Self-Evaluation, this group didn't differ from the others except for Item Two, where it placed second. Therefore, it is possible to say that as for Self-Concept they didn't generally differ from the others, with the exception of Nonacademic Task Achievement, where they didn't have too low an opinion of themselves.

Occupational Values

These boys did not differ significantly from other groups in the following Occupational Values: Altruism, Esthetics, Success and Accomplishment, Intellectual Stimulation, Creativity, Security, Prestige, Economic Returns, as well as the total Extrinsic Values score. If we add to these values the three (Self-Satisfaction, Variety, and Surroundings) which did not discriminate any Brazilian group, we may see that, from the seventeen scores obtained with the OVI, twelve did not allow any characterization of this group. These boys were characterized by five values scores only. They stood highest of the eight groups in wanting to follow their father's career; they stood lowest in Management, and in the total Intrinsic Values score; they stood next to lowest in wanting to be free to go their own way (Independence) and in wanting to have friendly associates. These results mean that the Brazilian upper-middle class ten-year-old boys, of the eight groups studied in this research, were the subjects who valued father's career most and valued least the Intrinsic values as well as jobs in which they could lead other people.

These boys followed the trend of five of the other groups in ranking Success as their most preferred value. However, their second choice was a job like that of the father, a value which was ranked among the three least preferred values by all other groups. They placed Self-Satisfaction and Intellectual Stimulation third. Their three least preferred values were Variety, Esthetics, and Management.

Occupational Interest Inventory

This group showed one of the highest ranks (the second highest) in both Occupational Aspirations and Expectations, and also in Educational Aspirations. This means that, generally, the upper-middle class boys aspired and selected high level occupations and hoped to reach a high level in the educational system. There was in this group a correspondence between high Educational and Occupational Aspirations.

Concerning the comparison between Father's Occupation and Child's Occupational Aspiration, there was a low discrepancy between these two variables

Educational Aspiration

This group stood second in Educational Aspiration, that is, they have one of the highest scores among the eight groups. This means that such subjects tended to choose courses whose status level is considered high in the Brazilian culture.

Social Attitudes Inventory

This group showed no statistically significant difference from the other groups in any dimension of the Social Attitudes scale.

Sentence Completion

In the Aggression area, these boys received the lowest scores of all groups on Stance and on Engagement.

In the area of Authority, the mean of this group was the highest of all groups in their attitude toward authority.

In reacting to the Anxiety items, they were highest in Engagement and second highest in Stance and Frequency of Neutral Affect, being surpassed only by the upper-lower fourteen-year-old males. The data, with the exception of the lowest score they got in Frequency of Negative Affect, allows us to state that, when they had to deal with Anxiety, these boys presented more adequate responses than the other groups (with the exception of the upper-lower fourteen-year-old males) mainly in two aspects: they coped with the problem actively and they exhibited a lower incidence of negative emotional reactions than the other groups.

In the Interpersonal Relations area, this group of boys received the lowest score of all groups on Engagement and were the second lowest on Coping Effectiveness.

In the area of Task Achievement, these boys ranked highest of all groups on the Engagement scale.

The boys had the lowest Reality/Fantasy Achievement Discrepancy score of all groups tested. That is, their reported achievement (though a little lower than their actual achievement) was almost identical to their actual level of achievement. It should be recalled that their Aptitude and Achievement test scores, on the whole, were not outstanding, and the same may be said for their Sentence Completion Task Achievement scores. Apparently these boys perceived their somewhat average performance rather accurately.

With respect to Sentence Completion Summary scores, this group differed significantly from other groups on the total Attitude scale where they achieved the second highest score.

On the Prent/Child Interaction items, this group received the highest mean score on both the Parent/Child Interaction scale and the Relationship with Father scale.

Story Completion

On the Coping Effectiveness ratings, these boys were second lowest on Story Eight (Aggression), lowest on Story One (Academic Task Achievement), but highest on Story Six (Nonacademic Task Achievement). On the Coping Style dimensions they were highest on "Affect Tone 1st" (affect associated with the problem), but did not differ on other dimensions.

Interpretive Comments

The boys of this social class did not differ from the other subjects in many of the various dimensions and behavioral areas considered in the present research. But, when we considered some specific aspects of the scores, it was possible to discriminate them from the other groups and an intrinsic agreement was found in the data. That is that the results of one instrument are confirmed by those of other. It must be added that the results of this group were in accordance with our social premises.

This was one of the best groups in terms of intellectual development, but in achievement their results did not make it possible to discriminate them from the other groups. This was the case in Occupational Values, where they stood lowest in Management and in the total Intrinsic Values score. In Brazil, education and school achievement are considered as good means to achieve higher status. Since this group didn't appreciate formal education to the same degree as the other groups did, it was evident that it could not present results which were different from the other groups in the instruments designed to evaluate achievement and GPA. All these results showed that the group's values were more relevant to their Academic Task Achievement than to their Intellectual level. In the Story Completion instrument there was, again, another confirmation of this fact. This was the least effective group in Academic Task Achievement.

In Brazil, school achievement is a very important factor in the development of a good concept by peers and teachers about a classmate or a pupil, so it was not surprising to see the results of the BRS where this group was one of the lowest in the Summary score and in Academic Task Achievement.

The results of Self-BRS (where the scores of the boys of this group were not distinguished from those of other groups with the exception of Nonacademic Task Achievement) were another confirmation of what was said in the previous paragraphs.

As was said previously, it is in the socioeconomic environment where the children of this group live, that an explanation can be found for the greater evaluation of the father's occupation. It must be remembered that they stood first in Follow Father. It is clear that if they valued so much the father's occupation, a great discrepancy is not to be expected between Father's Occupation and the occupation the child hopes to have in the future. For the same reason it was not surprising that they had high Educational Aspirations and Occupational Expectations since they were taking their fathers as models.

Concerning Nonacademic Task Achievement, this group appeared to be more consistent with their intellectual aptitude than were the results of their occupational values. This is in accordance with the results they obtained in Story Completion and in the Self-BRS.

Concerning the variable Affect, this group appeared to have somewhat effective behavior. In the Sentence Completion instrument they stood third in Frequency of Neutral Affect. These results are coherent with the highest position in Affect in conjunction with the problem. This appears to be an indication that the behavior of these boys had little influence of their affective status. In this case, it is easy to understand why they behaved so well in Stance and in Engagment mainly in Anxiety situations.

In summary, this group didn't present results which can differentiate it from the others in many respects, but presents results that allow us to consider it as one of the more effective in relation to coping with Anxiety and in Nonacademic Task Achievement.

BRAZIL TEN-YEAR-OLD UPPER-MIDDLE FEMALES

Aptitude and Achievement

This group ranked first in Aptitude and in the Reading test used to measure achievement.

Peer Behavior Rating Scales

These girls were the ones who were evaluated as the best by their classmates, being placed first in Task Achievement, Coping with Authority, Self-Assertion, Coping with Aggression, and in Peer BRS Summary score. These results showed that these children, in the opinion of their classmates, had the best behavior in the areas studied by the BRS.

Self-Behavior Rating Scales

Concerning the Self-Evaluation, this group didn't differ from the others on most stems, having an intermediary position in the summary scores (third highest and significant). They stood out in Item 7, concerning Coping with Aggression, where they ranked first, and in Self-Assertion where they ranked second. Therefore, this group seemed to have a good self-concept concerning the manipulation of situations involving aggression, striving to overcome difficulties, and attaining their ends.

Occupational Values

In thirteen out of the seventeen values scores, this group showed no significant difference when compared with the eight groups. Besides the three scores that did not discriminate any other group (Self-Satisfaction, Surroundings and Variety) the following value scores showed the same results regarding this group: Altruism, Esthetics, Independence, Management, Intellectual Stimulation, Creativity, Prestige, Associates, Follow Father, as well as the total Intrinsic Values score.

This group stood lowest of all in Security and Economic Returns as well as in the total Extrinsic Values score. They ranked third lowest in Success and Accomplishment, and they were surpassed in this value only by the ten-year-old upper-lower subjects (males and females) who ranked seventh and eighth respectively.

Associates was the value given first rank by these girls. They then followed the trend of six of the other groups in ranking Success and then Intellectual Stimulation.

Their least preferred values were Esthetics, jobs like that of the father, and Management. These last two values were among the three least preferred values, not only for this group, but for six of the other groups.

Occupational Interest Inventory

The subjects of this group showed the second lowest mean scores in Occupational Aspirations. The group, however, didn't differ from the other groups in Occupational Expectations.

This group showed the lowest discrepancy between Father's Occupation and Child's Occupational Aspirations. This means that the girls of this group selected occupations whose status level was nearly the same as (but a little lower than) that of the father's occupation.

Educational Aspiration

These girls ranked sixth on Educational Aspirations, showing that, among the eight groups, such subjects chose courses whose level was lower than those chosen by five other groups.

Social Attitudes Inventory

The average scores on Active Coping Attitude showed that this group was one of the lowest active coping groups. They were the second lowest of the eight groups on this dimension. It was interesting to note that the ten-year-old girls, both upper-middle and upper-lower, engaged in less coping than other groups.

Sentence Completion

When faced with the need to deal with Aggression, this group differed significantly from the other groups only in Stance, where they received the third lowest score of the eight groups, and the lowest score of all female groups.

In reacting to Authority, these girls received the highest Engagement score of all groups, but the second lowest score on Coping Effectiveness.

When faced with Anxiety situations, these girls did not differ significantly from any of the other groups with scores in the middle ranges on all of the scales.

As far as Negative Affect in Interpersonal Relations is concerned, these girls scored highest, and they scored lowest in Frequency of Neutral Affect toward Interpersonal Relations. They also received the lowest Stance score of all groups. Therefore, they reacted poorer than the other groups, since they presented the highest incidence of negative affect (anxious, depressive or hostile).

These girls did not differ significantly from other groups in the middle range on any of the Task Achievement scales.

On the Reality/Fantasy Achievement Discrepancy scale these girls achieved the second highest "positive" discrepancy score, being surpassed only by the fourteen-year-old males of the same social class. Their score was significantly different from the other groups. Thus, these girls tended to understimate their actual achievement level in self-reports such as the Sentence Completion. It should be recalled that this group was quite high in both Aptitude and the Reading test, so that their rather average results on the Sentence Completion would result in this rather large discrepancy score.

In summary scores, these girls ranked second lowest on total Stance and on total Coping Effectiveness of all groups.

In the Parent/Child Interaction items, these girls had significant mean scores on three of the four scales. They received the second highest score on Self-Image (Parents' perception of child) and Interaction with Father, and the third highest score on the Parent/Child Interaction scale.

Story Completion

These girls did not differ significantly on any of the Coping Effectiveness ratings. They also did not differ on any of the Coping Style dimensions.

Interpretive Comments

Since this was the group with the best results in the intelligence test (Raven) used in this research, one would expect that it would also be the one with the best GPA scores and highest scores in the achievement tests. In the area of Academic Achievement, the subjects of this group were evaluated by their peers as excelling in Academic Task Achievement and in getting what they wanted (Self-Assertion). The girls of this group evaluated themselves as striving to attain their goals (Self-Assertion). All these results could suggest that they would have a performance relatively higher than they obtained. In the Reading test only, the girls of this group presented results which differentiated them from the other groups. In this case they stood highest of the eight groups. Various conditions could have influenced these good results: a large number and variety of books at home, the good pattern of verbal behavior presented by parents as models, and the way they spend their leisure time. But, very probably, these conditions acted equally in all of the upper-middle class, independent of age and sex. In that case, it is more reasonable to consider their superiority in reading as a consquence of a greater training in reading even in their leisure time. Concerning their average GPA in school and in the Mathematics test, it is possible to consider that these activities were not considered as one of their goals and so they did not work hard at them.

Generally, the scores their classmates gave them concerning their Academic Task Achievement were, in relation to the other results, less in accordance with the actual behavior of these girls than were the self-ratings they gave to themselves in relation to that subject.

Concerning the Occupational Values, this group generally didn't present significant differences from the other groups. When these occurred, the group was placed lowest as was the case in Security, Economic Returns, and in the set of Extrinsic values. This can be explained in terms of what is of value for their social status and sex. Possibly the girls of this group did not have as yet any special training in order to value such aspects much. The same seems to occur in terms of Success and Accomplishment.

In relation to Occupational Interest, the low rank of this group cannot be considered as an absence of a real view concerning their possibilities in the professional area. This could be true because these, as well as all the subjects of the other groups, chose predominantly occupations of high social prestige (status 1 and 2). That consideration was also in accordance with other results obtained by this same group. This was the group that presented the least discrepancy between father's occupation and child's aspirations. So these subjects did not seem to ignore that they can have real access to the most desirable occupations from a social point of view. Then the results presented by this group were not unrealistic in terms of their occupational opportunities, which were very favorable. The relatively low score that this group had in relation to the others may be explained on the one hand as a function of the low variety of occupations of higher status that are considered socially acceptable for women, and, on the other hand, as a function of the limited knowledge the group has of those few occupations.

In relation to their Educational Aspirations, this group also presented one of the lowest results. Even in this case it was possible to consider that these subjects, due to their tender age, did not have enough information about courses that should be taken in order to attain occupations of a high social prestige. Another possible cause of the mentioned results could be that some of these girls actually manifested their educational aspirations only in relation to the next course they would take (secondary school) and not in relation to a more distant future. It is also possible that this fact is only a reflection of a cultural premise which stresses higher education as more important for boys than for girls.

It is also possible that the scores of this group, which ranked as one of the lowest in Coping as measured by the Social Attitudes Inventory, could be explained by the different education Brazilian parents give to their boys and girls.

In the Sentence Completion items their attitudes seemed to confirm the idea that this was the group that behaved more in accordance with our social premises. An example of this was their valorization of authority. This was in accordance with the BRS when their classmates rated them highest with respect to the way they coped with teachers' authority. This was even another datum to confirm the way they conformed with the social premises, even in the case where they were not clearly aware of what they were doing.

In the projective instruments, this group was not very well characterized regarding confrontation in situations of aggression, but their classmates generally had a very favorable opinion about their behavior in this type of situation. The manifest opinion of their classmates was in accordance with their own. These girls had a very favorable self-concept about the effectiveness of their behavior to solve agression problems. It is possible that they did not project their skill in Story and Sentence Completion. It is also possible that these girls and their classmates were not very consistent in the ratings and self-ratings they made in the BRS. On the other hand, in the Story Completion the stem designed to study Aggression had as a hero a male figure; it may happen that these girls have had a problem identifying with the stimulus person. It must be also said that identification in this case presents another difficulty to the girls. In our culture, there are patterns of reactions in face of aggression that are socially acceptable for boys, but never for girls. So, considering only the results of the group it is difficult to give a more plausible explanation to this data.

The large Frequency of Negative Affect in relation to Interpersonal Relations projected in Sentence Completion can be considered as a result of the educational process that did not have time to be effective, so that these girls presented only patterns of behavior socially accepted in our culture. It is also probable that in this social class one is more tolerant in relation to the manifestation of negative affect by the children and the control of this kind of affect would be important only later in time. It must be added that it is possible that parents in this social class are more interested in influencing their children at this age and even earlier so that they can learn more easily to make social discrimination than to develop the self-control of emotions.

In summary, the data of this group was very consistent and in accordance with the social premises of our culture.

BRAZIL FOURTEEN-YEAR-OLD UPPER-LOWER MALES

Aptitude and Achievement

This groupd differed from the other groups in GPA only, in which it ranked lowest.

Peer Behavior Rating Scales

This group didn't differ from the other groups in any behavior areas measured by this instrument.

Self-Behavior Rating Scales

This was the group which ranked itself lowest in all behavior areas (including the summary score) except in Item 1 (Academic Task Achievement), where it stood second lowest as measured by the BRS. It was the group which showed the most negative self-image among the eight groups. The fact that this group ranked eighth in Item 5 may be interpreted positively, since the result of this item must be reversed. In other words, its self-concept regarding emotional control in situations where things go wrong was the highest of the eight groups studied.

Occupational Values

In the following eight values: Altruism, Independence, Management, Intellectual Stimulation, Prestige, Economic Returns, Associates, Follow Father, and in the total Intrinsic Values scores, this group didn't show mean results significantly different from the other groups. On the other hand, this group placed first in Success and Accomplishment, Creativity, Security, as well as in total Extrinsic Values score. The group was characterized by its higher mean results in most values. This group stood lowest in the Esthetic Values.

These results indicate that the upper-lower male fourteen-year-old subjects valued those activities where they could get ahead, and where they could do many different things, but, at the same time, activities in which they were always sure of having a job.

Like all other fourteen-year-old groups, these boys ranked Success as the most preferred value. Their second highest ranking was Creativity and then Intellectual Stimulation. While this latter value was also favored by some other fourteen-year-old groups, Creativity was not generally popular with fourteen-year-olds.

The three least preferred values were identical for all fourteen-year-old groups, though the order varied slightly from group to group. For these boys the order was Esthetics, Follow Father, and Management.

Occupational Interest Inventory

This group stood in an intermediary position in both Occupational Aspirations and Expectations. Since the subjects being studied were upper-lower class adolescents, these scores showed that such subjects tended to select and aspire to occupations whose status levels were higher than their father's, although such occupations were not the highest regarding social status. Concerning Educational Aspiration, also, such subjects tended to have higher aspirations than their father's educational level.

This group showed the highest discrepancy between Father's Occupation and subject's Occupational Aspiration. This means that such subjects, generally, aspired to occupations whose social status was higher than their father's.

Educational Aspirations

The upper-middle fourteen-year-old boys showed mean results not significantly different from those of the other groups in Educational Aspiration.

Social Attitudes Inventory

These boys stood second highest in doing actively constructive things to alter the situation or overcome difficulties (Active Coping). Only the upper-middle fourteen-year-old boys stood higher than these boys. On the other hand, this group showed no significant differences from any one of the eight groups on Passive Coping or Active- and Passive-Defensive behavior.

Sentence Completion

Among the eight groups studied in the present research, this group of adolescent boys stood higher in almost all dimensions investigated by the Sentence Completion.

In reacting to the Aggression items, these boys received second highest scores on Stance and Coping Effectiveness, which indicates that when faced with the need to deal with aggressive situations, these boys coped with the problem and reacted more effectively than the other groups.

In the emotional field their scores were also good: they were second lowest on Frequency of Negative Affect and the second highest on the Frequency of Neutral Affect.

When faced with Authority, these boys reacted better than the other groups also. They stood highest in Coping Effectiveness, and, though not significant, second highest in Engagement. This indicates that they were, therefore, more efficient and persistent when dealing with authority than the other groups. They ranked second lowest in Frequency of Negative Affect and they were the second highest on the Frequency of Neutral Affect.

In dealing with anxious feelings, they also showed better scores than the other groups. They placed first on Stance, Coping Effectiveness and Frequency of Neutral Affect, and ranked second highest on Engagement and lowest in Frequency of Negative Affect. These scores put them above the other groups in dealing with Anxiety.

The Interpersonal Relations stems of the Sentence Completion also evoked better responses from these boys than from the other groups. They ranked highest in Stance ,Engagement, Coping Effectiveness and Frequency of Neutral Affect, and lowest in Frequency of Negative Affect.

When they faced the need to solve problems in Task Achievement, they ranked highest of the eight groups in the following scales: Stance, Coping Effectiveness, and Frequency of Neutral Affect, and lowest in the Frequency of Negative Affect. Though notsignificant, they received the second highest Engagement score. Therefore, these adolescents constituted the group that confronted, engaged, and solved effectively the task achievement problems presented in the Sentence Completion in a better way than any other group.

These boys received the second lowest discrepancy score on the Reality/FantasyAchievement Discrepancy scale. This discrepancy score was not significant and was, though quite small, "negative". This indicated that these boys tended to overestimate their actual performance to a slight degree. This is somewhat difficult to explain in light of the fact that their Sentence Completion Task Achievement scores were so high and their Aptitude and Achievement scores from average to very low. One would expect a larger "negative" discrepancy score when observing these two pieces of data.

In the Summary Scores, they stood highest in Stance, Engagement, Coping Effectiveness, and Frequency of Neutral Affect and lowest in the Frequency of Negative Affect on almost all of the scales investigated.

There were no significant differences involving this group on any of the Parent/Child Interaction items.

Story Completion

On the Coping Effectiveness ratings, these boys were lowest of all groups on Story Six (Nonacademic Task Achievement). They did not differ significantly on any of the Coping Style dimensions.

Interpretive Comments

The analysis of the results of the several instruments, and of the different dimensions measured by them, showed, in a general way, a very positive picture of this adolescent group. Such a picture was most conspicuous in the Sentence Completion, which showed that such subjects tend to act effectively when facing situations concerning Aggression, Authority, Anxiety, Interpersonal Relations, and Task Achievement. The same instrument showed also that, in the affective or emotional aspect, these subjects differed from the other groups by presenting negative affect less frequently in their projection. They showed, thus, as a group, a good adjustment in the emotional aspect.

Concerning the Occupational Values and Interests, the group scores indicated that these subjects had aspirations to ascend in life, choosing occupations whose status level was higher than their fathers' occupations. To this result was associated also a high level in Educational Aspirations (though not among the highest). Indeed, when you compare the subjects' Occupational Aspirations with their Fathers' Occupations, this was the group which showed the highest discrepancies between both aspects. Such discrepancy is not difficult to explain since these subjects came from a social class whose members have occupations of a low status level. It is also interesting to point out that this was the group ranked highest in the Extrinsic values: i.e., in those values more concerned with materialistic or economic aspects of life. This finding, perhaps, can be justified due to the fact that such subjects come from a social class where an economic concern is prevailing. An indication that may corroborate this interpretation is the fact that this group was ranked highest in the Security value, that is, such subjects very much value an occupation where they are always sure of having a job. In Success and Accomplishment and Creativity this group ranked highest also. As was pointed out, the concern with personal progress measured by the scores in Success and Accomplishment was also shown here.

Concerning the proposed interpretation that the choice of such occupational values indicates economic concerns, one may be surprised at the fact that Economic Returns did not rank high. It is necessary to remember, however, that in the Brazilian society a direct concern with money is not a socially approved attitude. This may be the explanation for these lower scores in this value in the subjects' choices. The lowest rank of the Esthetic value seemed also to be an indication of the little concern shown by this group with such ideal aspects of life.

The most negative aspect of this group was its score in GPA, in which it ranked lowest among the eight groups. Such a result seems contradictory to the characterization of this group as subjects who aspire to be successful in life, or even with its high Educational Aspiration, since in the Brazilian society the amount of formal education is becoming a necessary condition to ascend on the social status ladder. The proposed explanation for this fact is that in the Brazilian educational system, the separation between theoretical or academic teaching and its use in real life is still very large. This aspect perhaps explains why students are not highly motivated to study hard the several school subjects.

In summary, this group can be characterized as being composed of subjects who try to cope with problems instead of avoiding them, who are well adjusted in the emotional aspects and want to improve their social status by choosing a high status level occupation. The more negative aspect of this group was its low level of academic achievement.

BRAZIL FOURTEEN-YEAR-OLD UPPER-LOWER FEMALES

Aptitude and Achievement

In the intelligence tests, the adolescents of this group ranked second lowest among the eight groups. The same classification was obtained in the reading test. (In the lowest place were the ten-year-old upper-lower girls.)

Peer Behavior Rating Scales

The subjects in this group did not differ significantly from other groups as far as scores from this instrument were concerned.

Self-Behavior Rating Scales

This group differed from others in self-rating only in the way by which they managed to control themselves when things didn't run smoothly. In this respect it stood seventh, which means that these adolescents considered themselves very effective in such situations. The boys of the same age and social class were higher than these girls in this aspect.

Occupational Values

This was the group which showed less significant differences than any other group. Besides not showing results significantly different on the two sets of values, namely Intrinsic and Extrinsic, it also didn't show mean results which could discriminate the following values: Altruism, Esthetics, Independnece, Management, Intellectual Stimulation, Creativity, Security, Prestige, and Economic Returns. These upper-lower female subjects valued activities in which they could be with people they liked (Associates), in which they stood second, being surpassed in this value by the upper-middle fourteen-year-old girls only.

They also placed third activities where they could get ahead (Success). Follow Father was in the eighth place with this group.

Like all other fourteen-year-old groups, these girls ranked Success as the most preferred value. They ranked Pleasant Associates second and then Self-Satisfaction. If their first five rankings are taken into account, four of them are the same as those for fourteen-year-old upper-middle females. However, while fourteen-year-old upper-middle females included Altruism, these girls were more interested in Pleasant Surroundings.

The three least preferred values were identical for all fourteen-year-old groups, though the order varied slightly from group to group. For these girls the order was exactly the same as for fourteen-year-old upper-middle females: Follow Father, Management, and Esthetics.

Occupational Interest Inventory

This group occupied an intermediary position both in Occupational Aspirations and Expectations. Since the subjects being studied here were upper-lower class adolescents, these scores showed that such subjects tended to select and aspire to occupations that, although higher in status level than the father's occupation, were not of the highest social status. Concerning educational aspirations, this group stood also in an intermediary position. That is, such subjects, in general, did not aspire to reach the highest level of education.

This was the group that showed one of the highest discrepancies (the second in decreasing order) between Father's Occupation and Child's Occupational Aspiration. Such a discrepancy was not a surprise, since the subjects' fathers had low level jobs.

Educational Aspirations

The upper-middle fourteen-year-old girls showed mean results which were not significantly different from those of the other groups in Educational Aspiration.

Social Attitudes Inventory

These girls were most passive copers of all the eight groups. They also portrayed themselves as a group placed second in Passive-Defensive behavior so they prefer passive attitudes either when they coped with the situation or when they used a defensive behavior.

Sentence Completion

This group of girls differed from the others in some dimensions of the Sentence Completion. They differed from the other subjects of the sample when we consider the emotional reactions.

In the Aggression area, these girls received the second highest score on Frequency of Negative Affect, and the second lowest score on Frequency of Neutral Affect.

The Authority stems of the Sentence Completion evoked extremely contradictory responses from these girls. They ranked highest both in Positive and Negative Affect reactions toward Authority. Besides, they stood lowest on Frequency of Neutral Affect. Therefore, these girls reacted more emotionally than the other groups toward authority, and the reactions changed from positive to negative ones according to the kind of authority presented by the stem.

Concerning the Anxiety stems, they did not show significant differences in their scores, except in relation to the Engagement scale where they received the third lowest mean score.

In the area of Interpersonal Relations, they did not differ from the other groups in the various scales, except in Frequency of Positive emotional reactions. They ranked lowest in that frequency, in opposition to the ten-year-old upper-lower females who scored highest in Positive Affect toward Interpersonal Relations.

Generally, the Task Achievement items did not distinguish the groups. These girls were not exceptions and did not differ significantly from the others, except for the Attitude scale where they received highest mean score.

These girls obtained the highest "negative" discrepancy score of all groups tested on the Reality/Fantasy Achievement Discrepancy scale. Their mean score was significantly different from the other groups. Thus, these girls tended, more than any other group, to report their level of achievement as being much higher than that actually measured by the various Aptitude and Achievement tests. This was due to their very poor performance on the Aptitude and Achievement measures as compared to their report of being rather average on the Task Achievement items of the Sentence Completion.

On the Summary Scores, they showed a low capacity to deal with problems in an emotionally adequate way. They stood second lowest in the Frequency of Neutral Affect, and second highest in the Frequency of Negative Affect when they reacted to the Sentence Completion items.

These girls were significantly different from the other groups on two of the Parent/Child Interaction scales. They received the lowest scores of all groups on the Parent/Child Interaction scale and on the Interaction with Father scale.

Story Completion

With respect to the Comping Effectiveness ratings, these girls scored highest on Story Eight (Aggression), but did not differ on any other story. On the Coping Style dimensions they received the lowest score on "Affect Tone 1st" (affect associated with the problem), but did not differ on any other Coping Style dimension.

Interpretive Comments

When a global analysis of these results was made, no very positive picture emerged for the subjects of this group. Indeed, in most of the dimensions measured by the various instruments, this group had results which ranked it among those which showed a high frequency of negative results.

In the affective aspect, a curious and unexpected result was found in the dimension concerning Authority in Sentence Completion. In this aspect the group ranked highest in both Positive and Negative Affect. As it was suggested, such a score, seemingly contradictory, can be explained by the kind of authority involved in the items, namely, the subjects could present a positive affect to a given authority, for instance the parents, and negative affect toward another kind of authority, for instance, teachers, policemen.

Concerning the Occupational Values and Interests, this group presented results which, by and large, did not differ from the other groups. Concerning Occupational Aspirations and Expectations, this group ranked in an intermediary position showing that such subjects, generally, did not hope to occupy the highest level jobs in the Brazilian society. However, it is necessary to remember that, this result reflects the fact that, in the Brazilian society, the occupation level considered as adequate for females is lower than the ones for males. It is worth noticing that this group showed one of the highest discrepancies between father's occupation and its own Occupational Aspirations. This means that, as was the case with the male adolescents of the same social class, such adolescents wanted to be successful in life, choosing an occupation whose level was at least higher than their fathers' occupations. Indeed, the discrepancy between these two aspects was not unexpected since their fathers had low level jobs. It is worth pointing out that the value concerning success in life also appeared in the selection of the occupational values.

This group stood third in the activities where they could get ahead. Still, concerning occupational values, this group, in opposition to the male adolescents of the same social class, did not stand out either in the Extrinsic Values or in the Intrinsic ones. If one considers the set of Extrinsic Values as more congenial with materialistic aspects (security, money), such results show that there was not, in this group, a predominance of the materialistic values. This result can be explained perhaps by the fact that in the Brazilian society it is still the male who supports the family. The woman, in case she works, can help but with less responsibility. This may explain why such concern did not appear in their occupational choices. Among all the values, Associates stood second. Only the fourteen-year-old upper-lower females'group stood higher. The Explanation of such a high rank is, perhaps, that in this age the playmates are a very important element in the social life. In a culture such as the Brazilian one, where it is not socially approved of for a woman to go out alone, it is easy to understand the important role classmates play regarding the female adolescents.

Among the lowest scores of this group were those in the Aptitude and Reading tests. In both,the group ranked second lowest. The low score in the Aptitude can be explained perhaps by the kind of test used, as social class, and previous training could have influenced the results. Concerning the Reading test, the results seemed to be more difficult to interpret, since the girls were generally more concerned with study than the boys. It is possible that in the interpretation, account should be taken of the socioeconomic factors acting on this social class. As was suggested when the ten-year-old upper-middle female group's data was treated, the high scores obtained by the upper-middle girls in the Reading test were explained by the great availability of books at their homes. Reading is a common activity for leisure time in that social class. As far as this group is concerned, such interpretation must be reversed since in the upper-lower class the girls don't have enough leisure time since they have to help with the chores and they also have more difficulty buying books. One must point out that in this class most girls only read comics.

In summary, although these subjects did not show any characteristics which let them stand out from the other groups, they can be portrayed as rather passive when facing problem situations, as is shown clearly in their Social Attitudes scores for Passive Coping and Defensive behavior.

BRAZIL FOURTEEN-YEAR-OLD UPPER-MIDDLE MALES

Aptitude and Achievement

This group was not different from the others in Aptitude and GPA scores. Nevertheless, they stood high in Mathematics and Reading, occupying the first and second places respectively.

Peer Behavior Rating Scales

This group did not differ from the other groups in the evaluation given by its calssmates, with the exception of Stem 7. In this stem, which measures the way by which the subject copes with Aggression, these subjects were evaluated by their classmates as the ones whose behavior was the worst in relation to the other groups.

Self-Behavior Rating Scales

With respect to their self-evaluations, this group showed a lower concept, placing itself in eighth rank in Task Achievement and seventh on the Summary Scores. Besides, they also stood in seventh place in getting along with teachers, Self-Assertion and Coping with Aggression. In summary, it appears that the upper-middle fourteen-year-old boys rated themselves as having an inadequate behavior in various of the behavioral areas studied by this instrument.

Occupational Values

The upper-middle fourteen-year-old boys showed mean results that were not significantly different from the other groups in the following values: Prestige, Altruism, Management, Creativity, Security, Economic Returns, Associates, as well as in the total scores of the Intrinsic and Extrinsic Values. This group stood highest in valuing work in which they were free to go their own way (Independence). They were second in valuing Success and Accomplishment as well as in Follow Father, being ranked after the upper-lower boys of the same age in Success and Accomplishment and after the ten-year-old boys of the same social class in Follow Father.

These boys did not stand high in valuing activities of Esthetic nature. Their mean score in Esthetics placed them seventh (the eighth place was obtained by the boys of the same age, but of the other social class). Learning about many different, interesting things was the least chosen value and this group stood lowest in relation to the other groups.

Like all fourteen-year-old groups, these boys ranked Success as the most important value. They ranked Self-Satisfaction second and Independence third. In terms of their first four choices, they were closer to fourteen-year-old upper-lower females with three out of the four rankings being the same, the girls including Intellectual Stimulation and these boys Independence.

The three least preferred values were identical for all fourteen-year-old groups, though the order varied slightly from group to group. For these boys the order was: Esthetics, Management, and Follow Father.

Occupational Interest Inventory

This was the group that showed the highest means in Occupational Aspirations and Expectations. That is, these adolescents, generally, aspired and selected the highest social prestige occupations. Just as in other groups there was a correspondence between high Occupational Aspirations and high Educational Aspirations.

The discrepancy between Father's Occupation and subject's Occupational Aspiration, as one would expect, was not great since the subjects chose occupations of high status level and their fathers, as members of the upper-middle class, had occupations which also were of a high status level.

Educational Aspirations

These subjects ranked highest among the eight groups in Educational Aspirations. This means that almost all of such subjects hoped to reach university

Social Attitudes Inventory

The upper-middle fourteen-year-old boys stood highest among the eight groups in Active Coping Behavior and in Active-Defensive Behavior. These boys ranked lowest among the eight groups in Passive-Defensive attitudes. Therefore, this group may be characterized as the most active group.

Sentence Completion

The boys of this group were the second highest in the Sentence Completion results. They were surpassed by the upper-lower fourteen-year-old boys only. Therefore, we can say that fourteen-year-old males, in general had the more positive results, showing more effective and adequate responses in the solution of the problems proposed by the stems

In the Aggression area they were the highest in Stance, Coping Effectiveness, and Frequency of Neutral Affect, and the lowest in Frequency of Negative Affect. This means that in those situations they had better reactions, and were more effective than subjects from the other groups, except for the upper-lower male adolescents.

Their relations with Authority as a whole were also quite good. Again, they had the highest Stance score of all groups, and the second highest Coping Effectiveness score. Also, they had the highest Frequency of Neutral Affect and the lowest Frequency of Negative Affect. This means that negative emotional reactions to Authority (for instance, anxiety, hostility or depression) were less frequent for this group than for the others.

In the area of Anxiety, this group did not differ significantly from the other groups on any of the scales.

In the area of Interpersonal Relations, these boys received the second highest scores on Stance and Coping Effectiveness, being surpassed only by the upper-lower class males of the same age. In addition, they received the second highest score in Frequency of Neutral Affect and the second lowest score on Frequency of Negative Affect. In contrast to this indication of effective coping, however, is the fact that they apparently had the poorest attitude toward Interpersonal Relations of all groups as they received the lowest mean score.

It is not possible to say anything about the Task Achievement stems regarding this group.

These boys obtained the highest "positive" (and highest overall) discrepancy score of all groups on the Reality/Fantasy Achievement Discrepancy scale. That is, more than any other group, these boys tended to grossly underestimate their actual achievement level in their self-reports as obtained from Sentence Completion data. This discrepancy occurred primarily because of this very high standing on the two Achievement measures as compared to their nonsignificant average scores on the Sentence Completion.

In Summary Scores, they ranked second in total Stance, total Coping Effectiveness, total Neutral Affect, and ranked second lowest in total Negative Affect, being surpassed by the male subjects of the same age but of the other social class. They also received the second lowest total Attitude score of all groups.

Looking at the items which measure the impression the subjects think they cause in their parents, these adolescents received the highest score on the Self-Image scale, but the third lowest score on the Parent/Child Interaction scale.

Story Completion

On the Coping Effectiveness ratings, these boys were lowest of all groups on Story Two (Father's Authority), but did not differ on other stories. They also received the lowest score on Attitude Toward Authority (taken from Story Two). On the Coping Style dimensions, they scored highest on Implementation and on "Affect Tone 2nd" (affect associated with the outcome).

Interpretive Comments

The data from the different instruments portrayed the upper-middle Brazilian fourteen-year-old boys as a group with good grades in Reading and Mathematics, although their results in Aptitude and GPA did not differentiate them from the other groups studies in this research.

The results showed that the social class to which these subjects belong that is, upper-middle, favors their learning in Reading and Mathematics. This may be due to their environment and to stimulation to such kind of learning although they were not so bright as to be distinguished from the other groups. The lack of correlation between the good results in the achievement tests and the not-so-good results in GPA may be explained if we consider what GPA means in the Brazilian cluture Here GPA is not only good achievement in school, but also discipline diligence carrying out teacher's orders, passive acceptance of what is taught and many other factors that are taken into account in the attribution of school grades. Boys of this age, and markedly of this social class, show a resistance to accept such shcool demands

The subjects of this group had the highest level of occupational and educational aspirations, and valued the kind of work in which they were free to go their own way (Independence). They valued Success and Accomplishment, and the father's occupation also, and their occupational aspirations were not too discrepant from the occupational status of their fathers, whose occupations were of high social prestige.

Concerning the social attitudes these boys showed themselves as extremely active in both coping and defensive behavior. These results may be explained as functions of the social class also. In the upper-middle class, children are trained to be active, to be leaders, to solve their own problems by themselves, and to choose occupations of high status. This is in accordance with the description of this class in Brazil made by Havighurst (1959 pp. 106-107) when he says, "the majority of the adults in the upper-middle class have achieved this status by their own efforts, being upward mobile from lower levels. The general notion is that members of this class are ambitious, dynamic and energetic. ." "education is extremely important to this group. They consider a secondary school education essential for their children, and favor a university education also."

In the problematic situations proposed by Sentence Completion stems, the subjects of this group obtained results indicating good adjustment. In situations of Aggression, they coped with the problem effectively and showed more neutral affect. As to the relationship with Authority, they did not express negative emotional reactions such as anxiety, hostility or depression. These results may be explained because the subjects of this group being males, had more training in the affective control In our culture, the negative emotional reactions are tolerated and even expected in the female sex. They also obtained high scores in Stance and Coping Effectiveness.

In the Anxiety and Task Achievement stems this group was in a median position. In Stance, Coping Effectiveness, and Frequency of Neutral Affect in the Interpersonal Relations area this group obtained high scores (in spite of the fact that their Attitude score was the lowest). These subjects show adequate coping behavior to most of the various proposed situations. These results may be explained, also, in terms of more training to cope with such situations.

It is interesting to note that compared to those positive adjustments, these subjects in their Self-Ratings underestimated themselves, portraying themselves as less efficient than they actually were in school performance. This somewhat negative self-image in relation to school performance may be a reflection of the teacher's judgement, though as it was shown earlier, this group did not show good results in GPA. They also had rather negative self-images with respect to Authority, Self-Assertion, Coping with Aggression and in the Summary score.

Compared with the other groups, these subjects showed a high level of Self-Implementation and Affect associated with the Outcome as measured by the Story Completion instrument. Concerning Coping Effectiveness in relation to Father Authority (Story Two), this group had the lowest results. However measuring Authority in Sentence Completion, this group in general received high scores. Nevertheless, it is to be observed that no one of the eight groups studied had results which can be considered low in Coping Effectiveness in relation to Authority in the Sentence Completion. The lack of accordance between the results of the Story Completion and those of Sentence Completion may be explained because, in Sentence Completion, the evaluation is of Authority in general and the Story Completion showed the lowest results in connection with Father's Authority only. Since such subjects are adolescents, living in an age in which rebellion against authority is intense, mainly in this social class, such lower results could be expected. Let us notice further that in their Self-Assertion, the first authority to be contested was their father's.

Summarizing, it is possible to conclude that the subjects of this group were relatively well-adjusted, could solve their problems efficiently, were oriented to occupations of high social status and of independent nature, showed a high level of educational aspiration, were very active and persistent in their attitudes, and were self-critical about their possibilities. They even underestimated their ability to achieve.

BRAZIL FOURTEEN-YEAR-OLD UPPER-MIDDLE FEMALES

Aptitude and Achievement

This group ranked the third in Aptitude as measured by the Raven test. Its Achievement, however was the most irregular variable among the eight groups. On the one hand, the Mathematics mean was the lowest of all groups; on the other, the GPA mean was the highest, and in Reading there was nothing special to be remarked. In Reading this group obtained one of the middle-range mean scores.

Peer Behavior Rating Scales

For this group, their classmates did not evaluate them in a way that would make possible their discrimination from the other groups.

Self-Behavior Rating Scales

In the majority of the behavior areas studied by BRS, this group did not differ from the others regarding the self-evaluation. In the Summary Scores they placed sixth, which indicates that they did not have a very good self-image. Regarding Nonacademic Task Achievement, they had one of the most negative attitudes. They ranked seventh among the eight groups, regarding their own behavior.

Occupational Values

Esthetics, Management, Success and Accomplishment, Creativity, Security, Economic Returns and the Total scores of the Intrinsic and Extrinsic Values did not discriminate this group from the others. The first place was given to the values Altruism, Intellectual Stimulation, and Associates. This means that the upper-middle fourteen-year-old girls were those which stood higher in valuing work in which one could help other people, in which one could learn about many interesting things, and in which one could be with people one likes. They stood lowest of all groups on Prestige and second lowest on Follow Father.

Like all other fourteen-year-old groups, these girls ranked Success as the most important value. They ranked Associates second and then Intellectual Stimulation. If their first five ranks were taken into account, four of the five were the same as those for fourteen-year-old upper-lower females. However, while fourteen-year-old upper-lower females included Surroundings, these girls were more interested in Altruism.

The three least preferred values were identical for all fourteen-year-old groups, though the order varied slightly from group to group. For these girls the order was exactly the same as for fourteen-year-old upper-lower females: Follow Father, Management, and Esthetics

Occupational Interest Inventory

The mean scores of this group ranked it in an intermediary position among the other groups with respect to Occupational Aspirations and Expectations. Such scores showed that upper-middle class adolescent girls generally tended to select and aspire to occupations whose status levels were rather lower than their father's occupation.

Concerning Father's Occupation and subject's Aspirations, this was the group that showed one of the lowest discrepancies between these two aspects. This result was in accordance with the above statement that such subjects tended to aspire to occupations whose status levels were slightly different from that of their father's occupation.

Educational Aspirations

Among the eight groups, this group stood third on Educational Aspiration. Their mean scores, however, showed that such subjects hoped to reach high educational degrees.

Social Attitudes Inventory

This group did not differ significantly among the eight groups, as far as coping attitude was concerned, either active or passive. On the other hand, on the Active-Defensive scale they stood lowest among the eight groups and were second lowest on the Passive-Defensive scale.

Sentence Completion

In the area of Aggression, this group of adolescent girls received the third highest score on Stance and the highest score on Engagement. Though not significant, they were also third highest on Coping Effectiveness.

On the stems which measure reactions and attitudes to Authority, they ranked lowest in Attitude, Engagement, and Coping Effectiveness. As to the affective reactions, they were second lowest in Neutral Affect, and the second highest ones in Negative Affect, being surpassed by the fourteen-year-old upper-lower girls in these frequencies.

Concerning the Anxiety items, they were second lowest in Stance, surpassing the ten-year-old girls of the upper-lower class. They were also second lowest in Engagement, again surpassing the ten-year-old upper-lower girls in this scale. This picture,of relative inadequacy in the responses of this group to Anxiety, was confirmed by the results obtained in the emotional responses. They were second highest in Frequency of Negative Affect and the second lowest in Frequency of Neutral Affect, being better than the upper-lower ten-year-old girls in these aspects.

This group didn't differ from the others in any of the Interpersonal Relations scales.

They obtained the highest Frequency of Positive Affect and the lowest Frequency of Neutral Affect in relation to Task Achievement. When they reacted emotionally, they showed, more frequently than the other groups, positive emotional reactions and less neutral emotional reactions. However, this group had the lowest score on Attitude toward Task Achievement of all groups.

These girls had the third highest "negative" discrepancy score of all groups on the Reality/Fantasy Achievement Discrepancy scale. That is, these girls tended to somewhat overestimate their actual level of achievement but not to a very great degree. It should be recalled that their Aptitude and Achievement scores were quite erratic, being quite high on some measures and low on others.

In the Summary Scores they ranked eighth in Attitude (lowest Frequency of Positive Attitude), and highest in Frequency of Positive Affect. Thus, this group, in spite of manifesting attitudes less positive than the other groups in connection with the problems proposed by the Sentence Completion, was the group that, when it reacted, used more positive emotional reactions.

In the area of Parent/Child Interaction, this group of girls received the second lowest scores on the Parent/Child Interaction scale and on the Interaction with Father scale.

Story Completion

On the Coping Effectiveness ratings, these girls received the second highest score on Story Eight (Aggression), thus resembling their upper-lower class female agemates. They received the highest score of all groups on Sociability. On the Coping Style dimensions, they were lowest of all groups on Stance but did not differ significantly on other dimensions.

Interpretive Comments

The results of this group were somewhat puzzling. They had a high intellectual level; they did not differ from the other groups in the Reading test; they obtained the lowest results in the Mathematics test, but were outstanding in their GPA which was the highest among all the eight groups.

An explanation of these results is possible, admitting that the upper-middle Brazilian girls are well-adjusted to the school requirements. These requirements, mentioned in the comments relative to boys of the same age and social class, include not only performance in school, but also a certain kind of behavior expected and developed in the girls, by the Brazilian culture. This explains the good results in GPA, in spite of the lower results in the Mathematics test.

As to Occupational Values, this group stood out by: wanting to help other (Altruism), by choosing work where they could learn about many interesting things (Intellectual Stimulation), where they could be with people they like (Associates), and in Independence. These results may confirm, at least partially, the social expectations in relation to the work of the upper-middle girls. Occupations of altruistic kind, in which it is possible to have acquaintance with people of the same social class and the opportunity to do various and interesting activities are considered adequate for females of this social class. It is frequent, therefore, that the upper-middle girls want to be teachers, either in elementary or secondary schools, social workers, or health trainers.

Other results of this group showed that these subjects did not differ from the others in Occupational Expectations and Aspirations, and they tended to choose occupations of a status slightly lower than their fathers'

Similar results were obtained in this aspect by the ten-year-old girls of the same social class, which lead us to the supposition that social class was a decisive factor here. The limitation of possibilities in the occupational choice, conditioned by occupational values typical of this group may explain the discrepancy between the father's occupation and the occupational expectations of this group.

Concerning Social Attitudes, this group stood out only in its lower results in Defensive behavior, both Active and Passive.

The projections elicited by Sentence Completion showed that this group did no differ from the others in Interpersonal Relations. In the Aggression area their results were somewhat satisfactory in that they received high scores in Stance and Engagement. However, the group showed poor adjustment to Authority, as its results in this behavior area were placed lowest in Attitude, Engagement, and Coping Effectiveness and second highest in Frequency of Negative Affect. Also in the Anxiety area this group obtained rather poor results. They were second lowest in Stance, Engagement, and Frequency of Neutral Affect. In reference to Task Achievement, the results obtained with the Sentence Completion instrument indicated that these girls had the lowest Attitude score and Frequency of Neutral Affect but the highest Frequency of Positive Affect in the Sentence Completion. While in the Sentence Completion this group generally could not be distinguished from other groups, in the Story Completion this was the group with the more effective responses in relation to the situations involving Interpersonal Relations (Story Eight concerning Aggression, and the Sociability scale).

Summarizing, it is possible to say that among all the groups studied in this research, this was the one which presented more conflicting results. In opposition to the boys of the same age and social class, whose results let us characterize a positive and good adjustment to the different situations explored by the research, the results of these girls were somehow confused. It is probable that this discordance among the results of this group would reveal a certain indefinition of the Brazilian upper-middle girls. This class, in the Brazilian culture, has a high achievement motivation, struggling by its own efforts to ascend in social class through education and the attainment of occupations of high social prestige.

This is certainly the attitude which the parents give to their children, developing at least in the males, a characteristic behavior, which was confirmed by the results of this research. Nevertheless, the same did not happen with the females. Maybe the girls in this social class hesitate before the two following alternatives: at one side, to break with a tradition which limits their work opportunities (they should be good housewives) and also their education opportunities while they wait for marriage; at the other side, to compete with the males, in the search for a high level occupation and positions of leadership in society.

ANOVA OF MEANS:
SAMPLE DIFFERENCES BY AGE, SOCIOECONOMIC STATUS, AND SEX

APTITUDE AND ACHIEVEMENT

Age

The Raven test, like the other instruments used to evaluate achievement, did not show any difference due to age. In the achievement results something similar was expected, since the instruments had been standardized within age group.

There were significant Age x SES interaction effects found with three of the four measures. For the Raven and for the Reading test, the upper-middle class sample excelled the upper-lower class at both age levels. However, at age ten this difference, in favor of the upper-middle class, was significantly greater than at age fourteen. For GPA, once again the upper-middle class scores exceeded the upper-lower class scores at both age levels. However, in this case, the difference in favor of the upper-middle class was significantly greater in the fourteen-year-old sample than in the ten-year-old sample.

Significant Age x Sex interaction effects were found for Reading and for GPA. In the case of the Reading scores, among the ten-year-old samples, there was virtually no difference between the males and the females. However, in the fourteen-year-old sample, the males achieved significantly higher scores than did the females. In the case of GPA, the females achieved higher scores than did the males in both age groups. However, the difference in favor of the females was much greater among the fourteen-year-old than among the ten-year-old sample.

Socioeconomic Status

There was a consistent socioeconomic class difference which appeared for the aptitude and all three achievement measures. That is, the upper-middle class received significantly higher scores on all four measures than did the upper-lower class.

There was one significant SES x Sex interaction for the Raven. In the lower class, the males received the higher score while in the middle class the females received the higher score.

Sex

On the three instruments which allow a more objective evaluation - Raven, Mathematics, and Reading tests - the boys ranked higher than the girls. However, in the GPA, which depends more on subjective evaluations, it was observed that the girls scored higher than the boys.

PEER BEHAVIOR RATING SCALES

Age

The ANOVA of the Peer BRS showed that the variables of age and sex were more important than the social class. This variable (SES), when alone, was never significant.

Considering the influence of age as a source of variation, it was observed that, generally, the ten-year-old group tended to be evaluated by its classmates more favorably than the fourteen-year-old group in most of the behavior areas studied by the BRS. The ten-year-old subjects were evaluated better by their classmates in the following items: Academic Task Achievement, Authority, Self-Assertion, Aggression, and in the Peer BRS Summary Scores. Only with respect to resistence to becoming emotionally upset did the fourteen-year-olds receive the higher score. In only one item they did not discriminate from the fourteen-year-old subjects.

As to the Age x SES interactions, only one of them was significant, that one which referred to the way the children behaved when something went wrong. The upper-lower ten-year-group was evaluated by its classmates less favorably than was the ten-year-old upper-middle group. The reverse occurred with the adolescents: the upper-lower subjects were evaluated more favorably by their classmates than the upper-middle ones.

There was also only one significant Age x Sex interaction, and that was in response to the item concerning Authority. Here, the females were rated higher than the males in both age groups. However, this difference in favor of the females was much greater in the ten-year-old sample than it was in the fourteen-year-old sample.

Socioeconomic Status

There were no significant SES main effects.

There were a number of significant SES x Sex interactions. Four of these interactions were all of the exact same type and were significant for the following areas rated by the BRS: Interpersonal Relations, Self-Assertion, Coping with Aggression, and the BRS Summary Score. The interaction was of the following nature in each case: in the upper-lower class sample, there was little or no sex difference; however, in the upper-middle class sample, the females received significantly higher scores than did the males in all categories.

Two additional SES x Sex interactions occurred for the area of Academic Task Achievement and for Authority. Here, in the lower class the males obtained the higher scores while in the middle class the females received the higher scores.

Sex

Considering the other relevant variable (SEX), it was found generally that the males were evaluated less favorably by their classmates than were the females. With the exception of Nonacademic Task Achievement, the result of which did not allow us to discriminate between sexes in the other areas, the male sex always attained the worst opinion given by his classmates, except in the Item 5 (to become upset) where the boys were evaluated more favorably by their peers than are girls.

SELF-BEHAVIOR RATING SCALES

Age

The self-ratings ANOVA show that the most relevant variable in this case was Age.

The ten-year-old subjects always evaluated themselves more favorably than did the fourteen-year-old subjects. That is, the self-concept of the younger children was better than the self-concept of the older subjects. The only item in which this didn't occur was the one relative to emotional control when the things went wrong. In this case the fourteen-year-old subjects tended to evaluate themselves more favorably than did the ten-year-olds.

There were three Age x SES interaction effects for the following items: Coping with Authority, becoming easily upset, and in Self-Assertion.

Concerning the item "get along with teachers" (Authority), the upper-lower ten-year-old subjects were inclined to self-evaluate more favorably than the upper-middle class subjects of the same age. The reverse was observed with the fourteen-year-old subjects: those from the upper-middle social class self-evaluated more favorably than the upper-lower ones.

Concerning the item "to become emotionally upset," the upper-lower ten-year-old subjects self-evaluated more negatively than the subjects of the same age from the upper-middle class. In the case of the fourteen-year-old subjects, the reverse was observed: the upper-lower subjects judged themselves as more resistent to becoming emotionally upset than did the upper-middle class subjects.

For the Self-Assertion item in the ten-year-old sample, there was virtually no difference between the upper-lower and the upper-middle class samples. However, in the fourteen-year-old sample, the males achieved significantly higher self-rating scores than did the females.

The Age x Sex interactions were not significant as far as the items Academic Task Achievement, Interpersonal Relations with peers, and ability to get upset was concerned.

Taking into account the interaction in relation to the Nonacademic Task Achievement item, the ten-year-old boys evaluated themselves better than the girls of the same age, but the reverse was observed in the fourteen-year-old group .

In the case of getting along with Authority, in the ten-year-old sample the males rated themselves higher than did the females, while in the fourteen-year-old sample the reverse was true.

In the case of the item "concerning Self-Assertion" the ten-year-old boys rated themselves as trying harder than did the ten-year-old girls, while in the fourteen-year-old group, the females evaluated themselves more favorably than did the males.

Considering the item dealing with the way they managed aggression with peers, the ten-year-old boys had a better self-concept than the girls. Here, again, there was an inversion when we looked at the fourteen-year-old group with the females having a far better self-concept than the males.

The Summary Score showed the general tendency observed in all the Age x Sex interrelations, i.e., the male subjects had a better self-concept at ten-years and females at fourteen. Thus, males tended to rate themselves highly less often when they got older, while the females tended to improve their self-concept with age.

Socioeconomic Status

The only SES variable which was significant concerned the Academic Task Achievement item. In this area the upper-lower subjects were inclined to evaluate themselves better than the upper-middle ones.

Sex

The Sex variable was not significant in any item of the BRS.

OCCUPATIONAL VALUES

The analysis of variance of the Occupational Values Inventory data showed at first that, among all the values studied by the instrument, including the two sets of Intrinsic and Extrinsic values, the only one which didn't show any significant difference in relation to the three variables studied (Age, Socioeconomic Status, and Sex) was the value Self-Satisfaction.

Age

The ten-year-old group, as a whole, chose significantly more often in relation to the fourteen-year-old group the following values: Esthetics, Prestige, and Follow Father; while the fourteen-year-old group more often chose Independence, Success and Accomplishment, Security, Associates and in the Total Scores of Extrinsic and Intrinsic Values. There were several significant Age x SES interactions. For Esthetics, the upper-lower class children received higher scores at both age levels. However, the idfference in favor of the upper-lower class was significantly greater in the ten-year-old sample than it was in the fourteen-year-old sample. For the value Security, again the upper-lower class chose the value more frequently at both age levels. However in this case, at age fourteen the difference in favor of the upper-lower class was much greater than it was in the ten-year-old sample.

Concerning Success and Accomplishment, at age ten the middle class obtained the higher scores, while at age fourteen the lower class had the higher scores. For Variety and for Overall Intrinsic scores, at age ten the upper-lower class had the higher scores; while at age fourteen the upper-middle class had the higher scores.

There were a number of significant Age x Sex interactions. For the values Independence and Management, in the ten-year-old sample, the females received the higher scores; while in the fourteen-year-old sample the reverse was the case. For Economic Returns and for Total Extrinsic, the males received higher scores than the females in both age groups. However, the difference in favor of the males was significantly greater in the ten-year-old sample than in the fourteen-year-old sample. In the case of Associates, the females received the higher scores at both age levels. However, at age fourteen this difference in favor of the females was significantly greater than it was at age ten.

Both ten- and fourteen-year-olds ranked Success as the most important value and both ranked Self-Satisfaction third. However, while ten-year-olds ranked Intellectual Stimulation second, fourteen-year-olds chose Associates as their second value. If the first five values are taken into account, four out of the five (Success, Intellectual Stimulation, Self-Satisfaction, and Associates) are the same, while ten-year-olds placed Prestige fourth and fourteen-year-olds placed Altruism fifth in their rankings.

The last five rankings were the same, though in a slightly different order: Variety, Security, work like that of the father, Esthetics, and Management.

Socioeconomic Status

Studying the social class it may be seen that the upper-lower social class was higher than the upper-middle class in Esthetic, Management, Security, and Prestige, as well as in the Total Scores of Intrinsic and Extrinsic Values. On the other hand, the upper-middle social class was higher than the upper-lower class in the following values: Altruism, Independence, and Follow Father.

There was one significant SES x Sex interaction for the value of Intellectual Stimulation. In the lower class the males received the higher score while in the middle class the females received the higher score.

When the sample was divided on the basis of class, very similar rankings to those occur when the breakdown is by age. Both lower- and middle-class children ranked Success as the most important value and both ranked Self-Satisfaction third. However, lower-class children ranked Intellectual Stimulation second and Associates fourth while middle-class children reversed these rankings.

The last three rankings were the same for both class groupings, though they ranked them in slightly different order: Esthetics, Management, and work like that of the father lower-class children; and work like that of the father, Esthetics, and Management for middle-class children.

Sex

Regarding the effect of the variable Sex, the results showed that boys stood higher than girls in the following values: Success and Accomplishment, Creativity, Economic Returns, Follow Father, and in the total Extrinsic Values score. On the other hand, the girls chose more frequently the following values: Altruism, Esthetics, independence, Surroundings, Associates, Variety, and in the Intrinsic Values total score.

When the sample was divided by Sex, there were slightly more differences in rankings than when the sample was divided by age or class. Although both sexes ranked Success first, only three out of the five first rankings were the same. Males ranked Self-Satisfaction second, then Intellectual Stimulation, Creativity, and Prestige. Females ranked Associates second, then Intellectual Stimulation, Self-Satisfaction, and Altruism.

The last five rankings were the same although in a slightly different order. Both ranked Security eleventh and males then ranked work like that of the Father, Variety, Management, and Esthetics -- in that order. Females followed the same order but placed work like that of the father last.

OCCUPATIONAL INTEREST INVENTORY

The analysis of variance (ANOVA) showed no significant differences regarding the several variables studied concerning the discrepancy between the subject's Occupational Aspirations and the Parents' Occupational Aspiration for their own children. Neither were there any differences for the Aspiration/Expectation discrepancies for the child.

Age

The subject's age was a significant source of variation concerning the following variables: subjects' Occupational Aspirations, Occupational Expectations and father's occupation in relation to subject's aspirations. For these three variables the fourteen-year-old group always ranked higher than the ten-year-old group, thus showing that the older subjects aspired to and chose higher level occupations than the younger subjects; and that the older group more than the younger one tended to choose jobs which showed larger discrepancy when compared with the father's job. The discrepancy between subject's own Occupational Aspirations and Expectations was not significant as far as age is concerned.

There were no significant Age x SES interactions.

There were two significant Age x Sex interactions for the following variables: Occupational Aspiration and Father's Occupation in relation to subject's Occupational Aspiration. For both of these variables the males always ranked higher than the females for both age groups. However, this difference in favor of the males was significantly greater in the ten-year-old sample than it was in the fourteen-year-old sample. This indicates that sex differences in these variables decreased with age.

Socioeconomic Status

The Socioeconomic Class was a significant source of variation for the following variables: subject's Occupational Aspiration, Occupational Expectation, and father's occupation in relation to the subject's Occupational Aspiration. Except for the comparison between father's occupation and subject's aspiration, in all the aspects mentioned above, the upper-middle class ranked higher than the upper-lower one, showing that the upper-middle class subjects had occupational aspirations as well as occupational expectations higher than the upper-lower subjects. Regarding the discrepancy between Father's Occupation and Subject's Occupational Aspiration the upper-lower class subjects ranked higher than the upper-middle class ones. This means that the upper-lower class subjects showed occupational aspirations which differed more sharply in relation to father's occupation than the upper-middle class ones.

The SES x Sex interaction was a significant source of variation regarding occupational expectations only. For this variable, in both social classes, the males ranked higher than the females. However, this difference in favor of the males was significantly greater in the upper-middle class than it was in the upper-lower class. Thus, there was a greater discrepancy in occupational expectations between males and females in the upper-middle class than there was in the upper-lower class.

Sex

Finally, the Sex variable was a significant source of variation for occupational aspirations and expectations, and father's occupation in relation to subject's aspiration. For all these variables, males ranked higher than females. Such results showed consistently that males select and aspire to higher levels of social prestige occupations than do females. Regarding father's occupations in relation to subject's occupational aspirations, the greater discrepancy favors the males. These subjects,more than the females, tended to aspire to occupations on a different level from that of their father's occupation.

EDUCATIONAL ASPIRATIONS

Age

The analysis of variance showed that the Age variable was a significant source of variation. The fourteen-year-old subjects obtained higher results than the ten-year-olds, meaning that the older subjects aspired to higher a level of education than the younger ones.

A significant Age x SES interaction indicated that, while the upper-middle class aspired to a higher educational level in both age groups, the difference in favor of the upper-middle class was significantly greater in the ten-year-old sample than in the fourteen-year-old sample.

A significant Age x Sex interaction indicated that, while the males aspired to higher levels of education in both age groups, this difference in favor of the males was significantly greater in the ten-year-old sample than in the fourteen-year-old sample.

Sex and Socioeconomic Status

The Sex variable was a source of variation also, as the male subjects had higher educational aspirations than the females. Finally, there was a significant socioeconomic class difference in favor of the upper-middle class.

SOCIAL ATTITUDES INVENTORY

Age

The ten-year-old group was lowest in relation to the fourteen-year-old group in Coping Attitudes, both Active and Passive, and was higher in Passive Defense.

As to the Age x SES interaction, the ANOVA results showed that the upper-lower ten-year-old group stood lower than the group of the same age but of upper-middle social class, in Passive Coping. On the other hand, the upper-lower fourteen-year-old group stood higher than the upper-middle class group of the same age in this dimension.

There was a significant Age x Sex interaction effect for the Active-Defensive dimension. Here, while males gave more Active-Defensive responses at both age levels, this difference, in favor of the males, was significantly greater at age fourteen than at age ten.

Socioeconomic Status

As to the effects of social class, we had only one significant difference; the upper-lower class was higher than the upper-middle class in Passive-Defensive Coping.

Sex

Speaking of the Sex variable, the boys stood higher than the girls in Active Coping as well as in Active-Defensive behavior, indicating a general tendency for the males to exhibit more Active Behavior regardless of whether or not it was coping in nature.

SENTENCE COMPLETION

Age

When the results were analyzed in relation to age, it appeared that the fourteen-year-old sample obtained generally better results than the ten-year-old sample in the various dimensions studied by the Sentence Completion.

In the items related to Aggression, the fourteen-year-old subjects obtained better results in Stance, Engagement, Coping Effectiveness and Frequency of Neutral Affect than did the ten-year-old group. This last group, in turn, ranked higher in Frequency of Negative Affect, which confirmed the greater inadequacy or immaturity of their responses in relation to this kind of problem.

Something similar occurred when they reacted to the items referring to Authority. The two groups were not significantly different in Frequency of Positive Affect, but the fourteen-year-old group obtained higher scores than did the ten-year-old group in Stance and Frequency of Neutral Affect. On the other hand, the ten-year-old group surpassed the fourteen-year-old one in Frequency of Negative Affect, in the Frequency of Positive Attitude in relation to Authority, and also received a higher Engagement score. This means that, considering effective action, the fourteen-year-old group was superior to the ten-year-old group; also reacted more than the fourteen-year-old group with negative emotional behavior (anxious, depressing or hostile). Nevertheless, When measuring the two groups' attitudes, the younger showed a more positive attitude towards authority. The fourteen-year-old group appeared to manipulate anxiety better than the ten-year-old group, as it surpassed them in Coping Effectiveness. In Stance, Engagement, Frequency of Negative Affect and the Frequency of Neutral Affect scales there were no significant differences between the groups.

In Interpersonal Relations, the fourteen-year-old group obtained higher scores in Stance, Engagement, Coping Effectiveness, and Frequency of Neutral Affect, but it was surpassed by the ten-year-old subjects in Positive Attitudes, Frequency of Negative Affect, and Frequency of Positive Affect. Consequently, although it was less effective when confronting and solving a problem, the ten-year-old group had a more positive attitude toward classmates and other persons and when it reacted, it did so, more frequently than the fourteen-year-old group, in emotional terms, whether positive or negative.

In Task Achievement problems, the fourteen-year-old group surpassed the ten-year-old group in Coping Effectiveness and Frequency of Positive Affect, but in Attitude, Stance, and Engagement there were no significant differences between the groups. The ten-year-old group had a significantly higher Frequency of Negative Affect score with respect to Task Achievement situations.

In the Summary Scores (Total of Stance, Engagement, Frequency of Positive, Negative and Neutral Affect across all stems), the superiority of the fourteen-year-old group in Sentence Completion was demonstrated. It was higher than the ten-year-old group in total Stance, Coping Effectiveness and Frequency of Neutral Affect, while the ten-year-old group was higher in the Attitude and Frequency of Negative Affect scales. In the total of Positive Affect, there were no significant differences.

In the items related to Parent/Child interaction, the ten-year-old group obtained lower scores than did the fourteen-year-old group for the Self-Image scale. Therefore, when asked to indicate their parents' attitude toward them, the ten-year-old subjects had a more negative impression than did the adolescent subjects. The fourteen-year-old sample reported a more positive interaction between themselves and both parents than did the fourteen-year-old sample. However, the ten-year-old sample reported a more positive interaction between themselves and both parents than did the fourteen-year-old sample. Ten-year-old children appeared to also have a more positive relationship with the father than did fourteen-year-old children, but there was no significant age difference in the relationship with the mother.

Two Age x SES interactions for Aggression were observed. For Stance and Engagement among the ten-year-olds, the upper-lower class had the higher scores, while among the fourteen-year-olds, the upper-middle class had the higher score. In the Authority items an influence of the

Age x SES interaction was present in the following scales: Attitudes, Engagement and Frequency of Positive Affect. Among the ten-year-olds, the upper-middle class had the more positive attitudes toward Authority, while among the fourteen-year-olds, the upper-lower class had the more positive attitudes. The same results were obtained for Engagement and for Frequency of Positive Affect. That is, at age ten the upper-middle class had the higher scores, while at age fourteen the upper-lower class had the higher scores.

In relation to Anxiety problems, there were significant Age x SES differences in the results of all the scales into which Coping Behavior was divided. The upper-lower class ten-year-old subjects obtained significantly lower scores than did the upper-middle class ten-year-olds in all the scales except Frequency of Negative Affect. In the fourteen-year-old sample, the situation was reversed with the upper-lower class subjects having better results in all the scales except Frequency of Negative Affect. For Frequency of Negative Affect, at age ten, the upper-lower class children had the higher scores, while at age fourteen the upper-middle class children had the higher scores.

Concerning the Interpersonal Relations stems, there were no significant differences due to the interaction Age x SES for any of the scales.

Concerning Task Achievement, significant differences occurred in Stance, Engagement, Coping Effectiveness, and Frequency of Neutral Affect At the ten-year-old level the upper-lower class subjects were inferior in each case, and at the fourteen-year-old level the upper-lower class achieved higher scores than did the upper-middle class in the above mentioned scales.

Another Age x Sex interaction was observed for the Reality/Fantasy Achievement Discrepancy scale. At age ten the males had a slight "Negative" discrepancy while the females had a "positive"discrepancy. At age fourteen, however, this was reversed and it was the males who obtained the "positive" discrepancy score while the females obtained the "negative" discrepancy score. In other words, at age ten boys tended to overestimate their actual performance and girls tended to underestimate their performance. At age fourteen, the males then underestimated their actual performance level while the females began to overestimate their performance level. The ten-year-old males were actually the most realistic of the four groups, and the fourteen-year-old females the least realistic.

In the Summary Scores there were significant Age x SES differences in the total Attitude score, total Stance, and Total Engagement, all of them of the same nature, i.e., at the ten-year-old level the upper-lower class obtained lower scores than the upper-middle class; at age fourteen the opposite occurred. Therefore one might say that the upper-lower children were more effective in the manipulation of problematic situations proposed by the Sentence Completion than upper-middle ones, while the upper-lower adolescents were more effective than the upper-middle ones.

There were no significant Age x SES interactions for the items which measure Parent/Child interaction or "Self-Image."

Concerning the interaction Age x Sex, in the various dimensions measured by the Sentence Completion, boys obtained generally better scores than girls, primarily in the fourteenth year group.

In the Aggression items, there were no significant differences in the Engagement scale. Males scored higher in both age groups in Coping Effectiveness and in Frequency of Neutral Affect. However, the difference in favor of the males was greater in the fourteen-year-old group sample than in the ten-year-old sample. In Stance, although the fourteen-year-old boys had higher scores than the girls, in the ten-year-old group these results were reversed: girls obtained better scores than boys. Finally, as one might expect, results showed in the cell by cell description that the girls in both age groups scored higher in Frequency of Negative Affect. However, the difference in favor of the females was significantly greater at fourteen than at age ten.

In the items related to Authority, the results were somewhat different from the previous ones, i.e., the males didn't always obtain higher scores than the females in both age groups. There were no significant differences in Attitude, Engagement, and Frequency of Positive Affect. In Stance, the boys at age ten ranked lower than the girls. Therefore, at age ten the females were more efficient than the males in dealing with authority. At age fourteen the situation was reversed and boys obtained higher scores than girls. For Coping Effectiveness at age ten there was virtually no difference between males and females, while at age fourteen the males obtained the higher scores. Concerning the negative emtional reactions, girls in both age groups showed a higher frequency of this kind of response than did the boys. However, at age fourteen this difference in favor of the females was significantly greater than at age ten. Boys, on the other hand, gave significantly more neutral emotional responses than did the girls. However, this difference in favor of the males was significantly greater at age fourteen than at age ten.

In the items dealing with Anxiety, there were no significant differences in the Age x Sex interaction.

In Interpersonal Relations, there were significant differences in Engagement, Coping Effectiveness, Frequency of Neutral and Negative Affect. At age ten the girls obtained better scores in these scales, being more efficient in dealing with problems concerning Interpersonal Relations than the boys of the same age, and showing also a lower frequency of negative emotional reactions. At fourteen years the boys excelled the girls, showing higher Coping Effectiveness, higher Frequency of Neutral Affect and lower Frequency of Negative Affect.

In the Task Achievement items, there were no significant differences concerning the Age x Sex interaction.

When considering the Summary Scores, singificant Age x Sex interactions were found in the areas of Coping Effectiveness, Frequency of Negative Affect and Frequency of Neutral Affect. For Coping Effectiveness and Neutral Affect boys obtained the higher scores at both age levels. However, at age fourteen this difference in favor of the boys was significantly greater than at age ten. The reverse situation was observed for Frequency of Negative Affect. That is, the girls received the higher scores at both age levels, but the difference in favor of the girls was significantly greater at age fourteen than at age ten.

There were no significant Age x Sex interactions found with any of the scales derived from the Parent/Child interaction items.

Socioeconomic Status

Studying the variable SES, it was discovered that in the Aggression items there were no significant differences between the two social classes in Stance or Engagement. Upper-middle class children obtained significantly higher scores than did upper-lower class children on Coping Effectiveness. A difference also appeared in relation to Frequency of Negative and Neutral Affect. The upper-lower class subjects had a higher frequency of negative emotional responses (anxious, depressive or hostile) and a lower frequency of neutral emotional responses.

In relation to Authority, the upper-lower class obtained better scores than the upper-middle class for Coping Effectiveness. In the rest of the scales there were no significant differences.

The Anxiety items presented only two significant differences between the two social classes. The higher Frequency of Negative Affect and the lower Frequency of Neutral Affect in the upper-lower class, when compared to the upper-middle class, were the only significant differences.

There were no significant differences in the items which evaluate coping behavior in situations of Interpersonal Relations.

In Task Achievement, significant differences between the two social classes appeared in reference to Frequency of Positive Affect, Frequency of Neutral Affect and Attitudes: the upper-lower class obtained a lower score on positive emotional responses than did the upper-middle class but showed more positive attitudes and a higher Frequency of Neutral Affect in relation to these problems.

In the Summary Score, it was found that the differences for social class were not significant, except for the Frequency of Positive Affect, where the upper-middle class obtained the higher scores, and for overall Attitude, where the upper-lower class achieved the higher score.

There were two significant social class differences observed with the Parent/Child Relationship item. The upper-middle class children had a more positive self-image (estimate of how both parents view them) than did the upper-lower class children. Also, the upper-middle class children had a more positive relationship with the father than did the upper-lower class children.

Concerning the Reality/Fantasy Achievement Discrepancy score, both socioeconomic classes had approximately the same degree of discrepancy, but in opposite directions. Thus, the upper-lower class children overestimated their actual performance to about the same degree that the upper-middle class children underestimate their actual performance.

Considering the interaction SES x Sex, there were no significant differences in the items Aggression, Interpersonal Relations or for the Summary Scores.

For the items of Coping with Authority, there were no significant differences due to the interaction SES x Sex, except in the Frequency of Positive Affect: the upper-lower class boys obtained a lower frequency of positive emotional reactions than did the girls, while the upper-middle class boys gave more positive emotional responses to authority than did the girls.

One SES x Sex interaction effect was observed in the area of Anxiety. In both social classes the males obtained a higher Coping Effectiveness score than did the females. However, this difference in favor of the males was greater in the upper-lower class than in the upper-middle class.

In relation to the Task Achievement items, there was only one SES x Sex interaction which was for Attitude. The upper-lower class boys gave fewer responses which denoted a positive attitude in relation to Task Achievement than did the upper-lower class girls, while the upper-middle class boys excelled the girls of the same social class.

Sex

Considering the variable Sex, it was observed that in the Aggression items the boys obtained higher scores than did the girls in Coping Effectiveness and in Frequency of Neutral Affect, and the girls achieved significantly higher scores in Engagement and Frequency of Negative Affect. The same appeared in the problems involving Authority: the male subjects obtained higher scores than did the females in Coping Effectiveness and in Frequency of Neutral Affect, while the females had a higher Frequency of Negative Affect score.

In the items which evaluate Anxiety, the boys were more effective than the girls; they had better results in Stance, Engagement, Coping Effectiveness and Frequency of Neutral Affect, while the girls obtained higher scores in Frequency of negative Affect.

The sex differences for Interpersonal Relations were few: the girls gave a larger number of responses of negative affect, while the boys achieved higher scores in Stance and Frequency of Neutral Affect.

As far as Task Achievement was concerned, the significant differences due to the Sex variable appeared in Engagement and in the Neutral and Positive Affect scales. The boys excelled the girls in their Engagement score and in Frequency of Neutral Affect, while the girls reacted more frequently than the boys with positive affect in the Task Achievement situations.

In the Summary Scores, the superiority of the males was once again demonstrated for the Sentence Completion items, where they obtained higher scores than the females in Stance, Engagement, Coping Effectiveness, and Frequency of Neutral Affect, indicating more adequate problem-solving behavior, while the girls were higher in the frequency of emotional responses, both positive and negative in nature.

There was one significant sex difference found in the Parent/Child Interaction items. For the scale Parent/Child Interaction, the males obtained significantly higher scores than did the females.

Story Completion

Age

On the Coping Effectiveness ratings, the ten-year-olds scored higher than the fourteen-year-olds on Story Two (Father's Authority) and Story Four (Interpersonal Relations), while the fourteen-year-olds scored higher on Story Eight (Aggression). The fourteen-year-olds scored higher than ten-year-olds on Sociability; while the ten-year-olds scored higher on Attitude Toward Authority. On the Coping Style dimensions, the ten-year-olds scored higher on Stance and "Affect Tone 1st" (affect associated with problem); while the fourteen-year-olds scored higher on Implementation, "Affect Tone 2nd" (affect associated with the outcome), and Persistence. There was one significant Age x SES interaction for Coping Effectiveness and that was for Story One (Academic Task Achievement). Here, at age ten the lower-class children excelled; while at age fourteen the middle-class children excelled. There were no Age x SES interactions for the Coping Style dimensions.

For Coping Effectiveness, there were two significant Age x Sex interactions. For Story One (Academic Task Achievement), at age ten the females scored higher; while at age fourteen the males received higher scores. For Story Six (Nonacademic Task Achievement), at age ten the males excelled; while at age fourteen the females excelled. On the Coping Style dimensions there was one significant Age x Sex interaction for Stance. Here, at age ten, the females excelled; while at age fourteen the males received the higher scores.

Socioeconomic Status

On the Coping Effectiveness ratings, there were two social class differences. For Story Six (Nonacademic Task Achievement) and for Total Coping Effectiveness, the middle-class children scored higher than the fourteen-year-olds. The middle-class children also scored higher on Sociability; while the upper-lower class scored higher on Attitude Toward Authority. On the Coping Style dimensions, the lower-class children were higher on Stance; while the middle-class children were higher on Engagement and "Affect Tone 1st" (affect associated with the problem). There was one significant SES x Sex interaction for Story Seven Coping Effectiveness (Interpersonal Relations). In the lower-class the males received the higher scores; while in the middle-class the females scored higher.

Sex

On the Coping Effectiveness ratings, the females scored higher on Story Eight (Aggression), Story Two (Father's Authority), Story Ten (Mother's Authority), and Story One (Academic Task Achievement). The males scored higher on Story Five (Anxiety). On the Coping Style dimensions, the females were higher on Initiation; while the males were higher on "Affect Tone 1st" (affect expressed in conjunction with the problem).

FIGURE 1
BRAZIL - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	1	2	3	4	5	6	7	8	9	10	11	12
BRAZIL	RAVEN	MATH	READING	GPA	PEER BRS							
					#1 Task Ach. Academic	#2 Task Ach. Non-Academic	#3 Authority	#4 IPR Peers	#5 Not Upset	#6 Self Assertion	#7 Cope Aggression	Summary Score
10 UL M	6(-)48.21	49.62	48.03	49.28	1.10	1.07	1.08	1.06	1.05	1.07	1.05	1.07
F	8(-)45.26	48.00	8(-)45.60	50.43	1.10	1.07	1.10	1.08	1.05	1.09	1.05	1.09
UM M	2(+)52.45	50.61	51.89	49.37	8(-) .93	.97	8(-) .91	.96	.96	8(-) .93	.96	8(-) .94
F	1(+)52.84	51.87	1(+)54.39	50.92	1(+) 1.17	1.07	1(+) 1.15	1.08	1.03	1(+) 1.11	1(+) 1.07	1(+) 1.12
14 UL M	51.08	49.43	50.37	8(-)46.21	1.02	1.01	1.02	.99	.98	1.00	.98	1.01
F	7(-)46.16	49.84	7(-)47.05	50.57	.99	.99	.98	.99	.98	.99	.98	.99
UM M	50.49	1(+)53.11	2(+)53.31	49.33	.98	.99	.96	.96	.98	.98	8(-) .95	.97
F	3(+)52.42	8(-)47.47	49.13	1(+)53.93	1.05	1.03	1.03	1.06	1.02	1.03	1.04	1.04
AGE					10 >14		10 >14		10 >14	10 >14	10 >14	10 >14
SES	L< M	L< M	L< M	L< M								
SEX	M >F	M >F	M >F	M< F	M< F		M< F	M< F	M< F	M< F	M< F	M< F
AGE-SES	10L≪10M 14L< 14M		10L< 10M 14L< 14M	10L< 10M 14L< 14M					10L >10M 14L< 14M			
AGE-SEX			10M< 10F 14M >14F	10M< 10F 14M< 14F			10M< 10F 14M< 14F					
SES-SEX	LM >LF MM< MF				LM >LF MM< MF		LM >LF MM< MF	LM< LF MM< MF		LM< LF MM< MF	LM< LF MM< MF	LM< LF MM< MF

VARIABLES	13	14	15	16	17	18	19	20
BRAZIL	SELF-RATING BRS							
	#1 Task Ach. Academic	#2 Task Ach. Non-Academic	#3 Authority	#4 IPR Peers	#5 Not Upset	#6 Self Assertion	#7 Cope Aggression	Summary Score
10 UL M	1(+) 1.65	1(+) 1.68	1(+) 1.77	1(+) 1.64	1(+) 1.54	1(+) 1.76	2(+) 1.66	1(+) 1.67
F	2(+) 1.64	1.48	2(+) 1.66	1.59	2(+) 1.47	1.55	1.51	2(+) 1.59
UM M	1.42	2(+) 1.62	1.61	1.60	1.38	1.61	1.61	1.56
F	1.49	1.58	1.62	1.61	1.23	2(+) 1.63	1(+) 1.68	3(+) 1.57
14 UL M	7(-) 1.29	8(-) 1.24	8(-) 1.21	8(-) 1.17	8(-) 1.06	8(-) 1.23	8(-) 1.18	8(-) 1.23
F	1.39	1.55	1.41	1.50	7(-) 1.11	1.53	1.49	1.46
UM M	8(-) 1.26	1.41	7(-) 1.34	1.44	1.17	7(-) 1.46	7(-) 1.29	7(-) 1.36
F	1.33	7(-) 1.32	1.44	1.38	1.13	1.57	1.39	6(-) 1.37
AGE	10 >14	10 >14	10 >14	10 >14	10 >14	10 >14	10 >14	10 >14
SES	L >M							
SEX								
AGE-SES			10L >10M 14L< 14M		10L >10M 14L< 14M	10L >10M 14L< 14M		
AGE-SEX		10M >10F 14M< 14F	10M >10F 14M< 14F			10M >10F 14M< 14F	10M >10F 14M< 14F	10M >10F 14M< 14F
SES-SEX								

FIGURE 1
BRAZIL - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	21	22	23	24	25	26	27	28	29
BRAZIL	OCCUPATIONAL VALUES								
	Altruism	Esthetics	Independence	Management	Success and Accomplishment	Self-Satisfaction	Intellectual Stimulation	Creativity	Security
10 UL M	8(-) 6.37	2(+) 6.57	8(-) 5.85	4.86	7(-) 8.26	7.40	8.04	7.83	6.49
F	7.03	1(+) 6.84	7.20	1(+) 5.44	8(-) 7.75	8.24	7.90	8(-) 6.44	6.60
UM M	7.15	4.27	7(-) 6.30	8(-) 4.13	9.40	8.03	8.03	7.79	6.39
F	8.02	5.75	7.30	4.42	6(-) 8.35	8.27	8.30	7.23	8(-) 5.82
14 UL M	7.52	8(-) 3.44	7.03	5.28	1(+)10.34	8.03	8.08	1(+) 8.08	1(+) 7.79
F	7.12	5.86	7.06	5.23	3(+) 9.88	8.10	8.04	6.59	7.43
UM M	7.27	7(-) 4.10	1(+) 8.05	5.16	2(+) 9.91	8.08	8(-) 7.30	7.60	6.21
F	1(+) 8.24	4.87	2(+) 7.71	4.35	9.72	7.81	1(+) 8.47	6.56	6.26
AGE		10 >14	10 < 14		10 < 14				10 < 14
SES	L < M	L >M	L < M	L >M					L >M
SEX	M < F	M < F	M < F		M >F			M >F	
AGE-SES		10L >10M 14L >14M			10L < 10M 14L >14M				10L >10M 14L >14M
AGE-SEX			10M < 10F 14M >14F	10M < 10F 14M >14F					
SES-SEX							LM >LF MM < MF		

VARIABLES	30	31	32	33	34	35	36	37
BRAZIL	OCCUPATIONAL VALUES (Continued)							
	Prestige	Economic Returns	Surroundings	Associates	Variety	Follow Father	Intrinsic OV Score	Extrinsic OV Score
10 UL M	1(+) 8.55	1(+) 8.16	6.98	8(-) 7.14	6.45	6.04	6.67	7.37
F	7.81	7.45	7.45	7.46	6.71	4.68	1(+) 6.98	7.03
UM M	7.72	7.65	6.98	7(-) 7.17	5.92	1(+) 8.09	8(-) 6.20	7.32
F	7.34	8(-) 6.51	7.51	8.38	6.47	5.38	6.34	8(-) 6.41
14 UL M	7.12	6.86	7.31	7.69	5.73	4.70	6.65	1(+) 7.40
F	7.53	7.22	7.53	2(+) 9.16	6.18	8(-) 2.07	6.77	7.26
UM M	7.24	7.30	6.93	7.64	6.12	2(+) 6.09	6.71	7.33
F	8(-) 6.65	6.85	7.79	1(+) 9.63	6.46	7(-) 3.63	6.81	7.22
AGE	10 >14			10 < 14		10 >14	10 < 14	10 < 14
SES	L >M					L < M	L >M	L >M
SEX		M >F	M < F	M < F	M < F	M >F	M < F	M >F
AGE-SES					10L >10M 14L < 14M		10L >10M 14L < 14M	
AGE-SEX		10M >10F 14M >14F		10M < 10F 14M < 14F				10M >10F 14M >14F
SES-SEX								

FIGURE 1
BRAZIL - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	38	39	40	41	42	43	109	44	45	46	47
BRAZIL	OCCUPATIONAL INTEREST INVENTORY							SOCIAL ATTITUDES INVENTORY TOTALS			
	Child Aspiration	Expectation	Expectation-Aspiration	Father Occ. -Aspiration	Father Asp. -Aspiration	Mother Asp. -Aspiration	Child Edu. Aspiration	Active Coping	Passive Coping	Active Defensive	Passive Defensive
10 UL M	2.11	7(-) 2.33	6.22	3(+) 8.64	5.95	5.91	7(-) 1.72	6.13	5.20	1.60	1(+) 4.11
F	8(-) 2.70	8(-) 2.69	5.98	4(+) 8.05	5.83	5.95	8(-) 2.24	8(-) 5.67	8(-) 5.02	1.50	4.03
UM M	2(+) 1.40	2(+) 1.41	6.01	6(-) 6.22	5.90	5.87	2(+) 1.07	6.47	5.48	1.61	3.49
F	7(-) 2.24	2.18	5.95	8(-) 5.35	5.84	5.86	6(-) 1.62	7(-) 5.91	5.36	1.46	3.44
14 UL M	1.81	1.97	6.15	1(+) 8.79	5.99	5.80	1.25	2(+) 6.85	5.68	1.69	3.56
F	2.05	2.08	6.03	2(+) 8.67	5.91	6.01	1.36	6.66	1(+) 5.87	1.30	2(+) 4.09
UM M	1(+) 1.22	1(+) 1.22	6.00	5(-) 6.66	5.97	5.90	1(+) 1.04	1(+) 7.00	5.54	1(+) 1.95	8(-) 2.93
F	1.78	1.78	6.00	7(-) 6.19	5.88	5.90	3(+) 1.23	6.46	5.55	8(-) .93	7(-) 2.93
AGE	10 < 14	10 < 14		10 < 14			10 < 14	10 < 14	10 < 14		10 > 14
SES	L < M	L < M		L > M			L < M				L > M
SEX	M > F	M > F		M > F			M > F	M > F		M > F	
AGE-SES							10L < 10M 14L < 14M		10L < 10M 14L > 14M		
AGE-SEX	10M > 10F 14M > 14F			10M > 10F 14M > 14F			10M > 10F 14M > 14F			10M > 10F 14M > 14F	
SES-SEX		LM > LF MM > MF									

VARIABLES	48	49	50	51	52	53	54	55	56	57	58	59
BRAZIL	SENTENCE COMPLETION SCALES											
	AGGRESSION					AUTHORITY						
	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Attitude	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Frequency Affect Positive
10 UL M	7(-) 1.85	1.76	7(-) 2.11	.72	.28	7.06	8(-) 9.32	7.29	13.00	1.29	2.65	8(-) .06
F	1.93	1.92	8(-) 2.05	1(+) .77	8(-) .23	7.17	9.52	7.14	13.04	1.53	2.35	.12
UM M	8(-) 1.84	8(-) 1.68	2.25	.65	.35	1(+) 7.48	9.38	7.19	12.58	1.39	2.44	.17
F	6(-) 1.85	1.76	2.14	.66	.34	7.35	9.48	1(+) 7.30	7(-)12.55	1.56	2.29	.15
14 UL M	2(+) 2.22	1.89	2(+) 3.03	7(-) .47	2(+) .53	7.12	9.61	7.24	1(+)14.00	7(-) .89	2(+) 2.99	.12
F	1.95	1.90	2.21	2(+) .73	7(-) .27	7.15	9.56	7.02	12.71	1(+) 1.69	8(-) 2.05	1(+) .26
UM M	1(+) 2.28	1.91	1(+) 3.16	8(-) .41	1(+) .59	6.73	1(+) 9.82	7.01	2(+)13.83	8(-) .76	1(+) 3.11	.13
F	3(+) 2.17	1(+) 1.95	2.64	.60	.40	8(-) 6.46	9.38	8(-) 6.75	8(-)12.10	2(+) 1.64	7(-) 2.23	.13
AGE	10 < 14	10 < 14	10 < 14	10 > 14	10 < 14	10 > 14	10 < 14	10 > 14		10 > 14	10 < 14	
SES			L < M	L > M	L < M				L > M			
SEX		M < F	M > F	M < F	M > F				M > F	M < F	M > F	
AGE-SES	10L > 10M 14L < 14M	10L > 10M 14L < 14M				10L < 10M 14L > 14M		10L < 10M 14L > 14M				10L < 10M 14L > 14M
AGE-SEX	10M < 10F 14M > 14F		10M > 10F 14M ≫ 14F	10M < 10F 14M ≪ 14F	10M > 10F 14M ≫ 14F		10M < 10F 14M > 14F		10M = 10F 14M > 14F	10M < 10F 14M ≪ 14F	10M > 10F 14M ≫ 14F	
SES-SEX												LM < LF MM > MF

FIGURE 1
BRAZIL - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	60	61	62	63	64	65	66	67	68	69	70	71
BRAZIL	SENTENCE COMPLETION SCALES (Continued)											
	ANXIETY						INTERPERSONAL RELATIONS					
	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Attitude	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Frequency Affect Posit
10 UL M	5.21	3(+) 4.91	6.59	.60	1.40	10.28	6.35	5.80	8(-) 7.20	2(+) 1.52	7(-) 1.30	.18
F	8(-) 4.66	8(-) 4.32	8(-) 6.00	1(+) .92	8(-) 1.08	1(+)10.68	7(-) 6.33	5.90	8.04	1.31	1.47	1(+) .22
UM M	2(+) 5.38	1(+) 4.98	7.00	7(-) .38	2(+) 1.62	10.38	6.47	8(-) 5.77	7(-) 7.30	1.45	1.36	.19
F	4.98	4.66	6.62	.54	1.46	10.47	8(-) 6.32	5.83	7.47	1(+) 1.64	8(-) 1.21	.15
14 UL M	1(+) 5.50	2(+) 4.93	1(+) 7.81	8(-) .28	1(+) 1.72	9.93	1(+) 6.84	1(+) 6.19	1(+) 9.09	8(-) 1.09	1(+) 1.85	.06
F	4.91	6(-) 4.52	6.50	.73	1.27	10.05	6.40	5.91	8.07	1.51	1.44	8(-) .05
UM M	5.22	4.74	7.03	.47	1.53	8(-) 9.59	2(+) 6.70	6.06	2(+) 8.49	7(-) 1.14	2(+) 1.80	.06
F	7(-) 4.89	7(-) 4.42	6.52	2(+) .77	7(-) 1.23	9.83	6.58	5.98	8.37	1.36	1.57	.07
AGE			10< 14			10 >14	10< 14	10< 14	10< 14	10 >14	10< 14	10 >14
SES				L >M	L< M							
SEX	M >F	M >F	M >F	M< F	M >F		M >F			M< F	M >F	
AGE-SES	10L< 10M 14L >14M	10L < 10M 14L >14M	10L< 10M 14L >14M	10L >10M 14L< 14M	10L< 10M 14L >10M							
AGE-SEX								10M< 10F 14M >14F	10M< 10F 14M > 14F	10M >10F 14M< 14F	10M< 10F 14M >14F	
SES-SEX			LM>>LF MM > MF									

VARIABLES	72	73	74	75	76	77	78
BRAZIL	SENTENCE COMPLETION SCALES (Continued)						
	TASK ACHIEVEMENT						
	Attitude	Stance	Engagement	Coping	Frequency Affect Negative	Frequency Affect Neutral	Frequency Affect Positive
10 UL M	7.33	7.57	6.59	11.03	.43	2.49	8(-) .07
F	7.30	8(-) 7.21	8(-) 6.17	8(-)10.03	1(+) .53	2.32	.15
UM M	7.12	7.74	1(+) 6.75	11.20	.37	2.47	.16
F	6.90	7.57	6.66	10.90	.40	2.36	.24
14 UL M	7.23	1(+) 7.80	6.73	1(+)11.60	8(-) .28	1(+) 2.51	.21
F	1(+) 7.34	7.67	6.58	11.35	.32	2.47	.21
UM M	7.06	7.38	6.43	11.08	.29	2.39	.32
F	8(-) 6.74	7.48	6.40	11.38	.39	8(-) 2.16	1(+) .45
AGE				10< 14	10 >14		10< 14
SES	L >M					L >M	L< M
SEX			M >F			M >F	M< F
AGE-SES		10L < 10M 14L >14M	10L < 10M 14L >14M	10L < 10M 14L >14M		10L < 10M 14L > 14M	
AGE-SEX							

FIGURE 1
BRAZIL - STAGE 1
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	79	80	81	82	83	99	100	84	85	86	87	88
BRAZIL	SENTENCE COMPLETION SCALES (Continued)											
	SCORE TOTALS											
	Attitude	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Frequency Affect Pos.	Sentence 37 & 14 Self-Image	Sentence 2 & 22 Interaction	Sentence 2 and 37 Mother	Sentence 22 and 14 Father	Real/Fantasy Achievement Discrepancy
10 UL M	24.57	30.24	26.31	39.90	4.56	8.13	8(-) .31	7(-) 4.65	2(+) 5.07	5.71	4.06	7(-)-2.07
F	1(+)25.02	8(-)29.60	8(-)25.39	8(-)38.99	1(+) 5.06	8(-) 7.45	.49	8(-) 4.55	4.82	5.67	3.92	-1.72
UM M	2(+)25.01	30.79	26.33	40.29	4.24	8.24	.52	4.88	1(+) 5.17	5.81	1(+) 4.38	.51
F	24.69	7(-)30.23	26.21	7(-)39.76	4.80	7.66	.54	2(+) 5.23	3(+) 4.90	5.80	2(+) 4.33	2(+) 4.05
14 UL M	24.26	1(+)31.98	1(+)26.93	1(+)45.53	8(-) 3.01	1(+) 9.60	.39	4.88	4.50	5.71	3.77	-.53
F	24.60	30.54	25.94	40.89	2(+) 4.98	7(-) 7.50	.52	5.02	8(-) 4.33	5.78	8(-) 3.62	8(-) -2.90
UM M	7(-)23.38	2(+)31.47	26.20	2(+)43.71	7(-) 3.07	2(+) 9.42	.51	1(+) 5.28	6(-) 4.39	5.81	3.85	1(+) 4.29
F	8(-)22.92	30.52	25.51	41.06	4.76	7.59	1(+) .65	4.92	7(-) 4.38	5.69	7(-) 3.64	-.97
AGE	10 >14	10< 14		10< 14	10 >14	10< 14		10< 14	10 >14		10 >14	
SES	L >M						L< M	L< M			L< M	L< M
SEX		M >F	M >F	M >F	M< F	M >F	M< F		M >F			
AGE-SES	10L < 10M 14L >14M	10L < 10M 14L >14M	10L < 10M 14L >14M									
AGE-SEX				10M >10F 14M >>14F	10M< 10F 14M <14F	10M >10F 14M>>14F						10M < 10F 14M >14F
SES-SEX												

VARIABLES	89	90	91	92	93	94	95
BRAZIL	STORY COMPLETION SCALE SUMS						
	Stance	Engagement	Initiation	Implementation	Affect Tone 1st	Affect Tone 2nd	Persistence
10 UL M	2.74	7.83	13.50	8(-)13.30	14.05	16.04	5.70
F	1(+) 2.96	8.38	14.11	13.53	13.52	8(-)15.50	5.95
UM M	2.67	8.59	13.90	13.81	1(+)14.34	15.72	5.82
F	2.77	8.91	14.53	13.76	14.15	16.28	5.98
14 UL M	2.63	7.98	13.72	14.32	13.51	16.22	5.94
F	2.68	8.20	13.74	14.33	8(-)13.05	16.44	5.92
UM M	2.64	8.32	13.38	1(+)14.91	13.97	1(+)16.65	6.30
F	8(-) 2.53	8.49	14.07	14.70	13.76	16.24	6.38
AGE	10 >14			10 <14	10 >14	10< 14	10< 14
SES	L >M	L< M			L< M		
SEX			M< F		M >F		
AGE-SES							
AGE-SEX	10M < 10F 14M >14F						
SES-SEX							

FIGURE 1
BRAZIL - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	107	102	108	104	103	106	101	105	96	97	98
BRAZIL	STORY COMPLETION COPING EFFECTIVENESS										
	Story 8 Aggression	Story 2 Authority	Story 10 Authority	Story 5 Anxiety	Story 4 IPR	Story 7 IPR	Story 1 Academic TA	Story 6 Non-Academic TA	TOTAL Coping Effectiveness	Sociability	Attitude Towd.Auth.
10 UL M	8(-)10.23	2.17	11.86	12.91	13.92	10.48	18.86	13.22	91.99	1.88	1.84
F	13.63	1(+) 3.58	12.49	11.81	14.30	10.99	1(+)20.76	12.21	96.15	8(-) 1.81	1(+) 2.10
UM M	7(-)11.55	2.94	11.56	12.35	14.18	10.10	8(-)17.79	1(+)13.55	94.34	2.11	1.83
F	12.97	3.56	12.49	12.03	14.32	11.81	19.65	13.06	98.87	1.87	1.71
14 UL M	13.21	2.20	12.31	13.12	13.70	11.03	18.36	8(-)12.01	96.20	2.02	1.79
F	1(+)14.34	2.14	13.09	12.15	13.70	9.72	18.98	12.70	96.30	2.08	1.68
UM M	13.46	8(-) 1.30	11.32	13.14	13.69	10.39	20.06	13.09	98.31	[illegible]	8(-) 1.56
F	2(+)14.08	2.74	12.16	12.66	13.22	11.72	19.42	13.19	99.42	1(+) 2.15	1.78
AGE	10< 14	10 > 14			10 > 14					10< 14	10 >14
SES								L< M	L< M	L< M	L > M
SEX	M< F	M< F	M < F	M > F			M< F				
AGL-SEX							10L >10M 14L < 14M				
AGE-SEX							10M < 10F 14M >14F	10M > 10F 14M< 14F			
SES-SEX						LM > LF MM< MF					

FIGURE 2
BRAZIL - STAGE I

BRAZIL

ORDER OF PREFERENCE FOR OCCUPATIONAL VALUES

							10 Year Olds				14 Year Olds			
	10	14	Lower	Middle	Male	Female	U.L.M.	U.L.F.	U.M.M.	U.M.F.	U.L.M.	U.L.F.	U.M.M.	U.M.F.
1.	Success 8.44	Success 9.96	Success 9.06	Success 9.34	Success 9.48	Success 8.93	Prestige 8.55	Self S. 8.24	Success 9.40	Assoc. 8.38	Success 10.34	Success 9.88	Success 9.91	Success 9.72
2.	Intell.S. 8.07	Assoc. 8.53	Intell.S. 8.02	Assoc. 8.21	Self Sat. 7.89	Assoc. 8.66	Success 8.26	Intell.S. 7.90	Father 8.09	Success 8.35	Creat. 8.08	Assoc. 9.16	Self Sat. 8.08	Assoc. 9.63
3.	Self Sat. 7.99	Self Sat. 8.01	Self Sat. 7.94	Self Sat. 8.05	Intell.S. 7.86	Intell.S. 8.18	Economic 8.16	Prestige 7.81	Self Sat. 8.03	Intell.S. 8.30	Intell.S. 8.08	Self Sat. 8.10	Indep. 8.05	Intell.S. 8.47
4.	Prestige 7.85	Intell.S. 7.97	Assoc. 7.86	Intell.S. 8.02	Creat. 7.83	Self Sat. 8.11	Intell.S. 8.04	Success 7.75	Intell.S. 8.03	Self Sat. 8.27	Self Sat. 8.03	Intell.S. 8.04	Assoc. 7.64	Altruism 8.24
5.	Assoc. 7.54	Altruism 7.54	Prestige 7.75	Altruism 7.67	Prestige 7.66	Altruism 7.60	Creat. 7.83	Assoc. 7.45	Creat. 7.79	Altruism 8.02	Secuity 7.79	Surround. 7.53	Creat. 7.60	Self Sat. 7.81
6.	Economic 7.44	Indep. 7.46	Economic 7.42	Indep. 7.34	Economic 7.49	Surround. 7.57	Self Sat. 7.40	Economic 7.45	Prestige 7.72	Surround. 7.51	Assoc. 7.69	Prestige 7.53	Intell.S. 7.30	Surround. 7.79
7.	Creat. 7.32	Surround. 7.39	Surround. 7.32	Creat. 7.30	Assoc. 7.41	Prestige 7.33	Assoc. 7.14	Surround. 7.45	Economic 7.65	Prestige 7.34	Altruism 7.52	Security 7.43	Economic 7.30	Indep. 7.71
8.	Surround. 7.23	Creat. 7.21	Creat. 7.23	Surround 7.30	Altruism 7.08	Indep. 7.32	Surround. 6.98	Indep. 7.20	Assoc. 7.17	Indep. 7.30	Surround. 7.31	Economic 7.22	Altruism 7.27	Economic 6.85
9.	Altruism 7.14	Prestige 7.14	Security 7.08	Prestige 7.24	Surround. 7.05	Economic 7.01	Esthet. 6.57	Altruism 7.03	Altruism 7.15	Creat. 7.23	Prestige 7.12	Altruism 7.12	Prestige 7.24	Prestige 6.65
10.	Indep. 6.66	Economic 7.06	Altruism 7.01	Economic 7.08	Indep. 6.81	Creat. 6.71	Security 6.49	Esthet. 6.84	Surround. 6.98	Economic 6.51	Indep. 7.03	Indep. 7.06	Surround. 6.93	Creat. 6.56
11.	Variety 6.39	Security 6.92	Indep. 6.78	Variety 6.24	Security 6.72	Security 6.53	Variety 6.45	Variety 6.71	Security 6.39	Variety 6.47	Economic 6.86	Creat. 6.59	Security 6.21	Variety 6.46
12.	Security 6.33	Variety 6.12	Variety 6.27	Security 6.17	Father 6.23	Variety 6.46	Altruism 6.37	Security 6.60	Indep. 6.30	Security 5.82	Variety 5.73	Variety 6.18	Variety 6.12	Security 6.26
13.	Father 6.05	Manage. 5.01	Esthet. 5.68	Father 5.80	Variety 6.06	Esthet. 5.83	Father 6.04	Creat. 6.44	Variety 5.92	Esthet. 5.75	Manage. 5.28	Esthet. 5.86	Father 6.09	Esthet. 4.87
14.	Esthet. 5.86	Esthet. 4.57	Manage. 5.20	Esthet. 4.75	Manage. 4.86	Manage. 4.86	Indep. 5.85	Manage. 5.44	Esthet. 4.27	Father 5.38	Father 4.70	Manage. 5.23	Manage. 5.16	Manage. 4.35
15.	Manage. 4.71	Father 4.12	Father 4.37	Manage. 4.51	Esthet. 4.59	Father 3.94	Manage. 4.86	Father 4.68	Manage. 4.13	Manage. 4.42	Esthet. 3.44	Father 2.07	Esthet. 4.10	Father 3.63

ANOVA OF MEANS: HYPOTHESES AND FINDINGS

DEMOGRAPHIC MEASURES

> Upper-middle class children will have higher Educational Aspirations than will upper-lower class children

This hypothesis was supported at beyond the .05 level of significance, as upper-middle class children had an average Educational Aspiration level of 1.27, while upper-lower children's average was 1.65 [1]

ACHIEVEMENT MEASURES

> Upper-middle class children will have higher Achievement scores than will upper-lower class children.

This hypothesis was consistently verified across all Achievement measures as well as the Aptitude measure. In each case the upper-middle class children excelled the upper-lower class children by a mean score which was significant at beyond the .05 level of significance. The greatest mean difference was in the Raven, while the smallest difference was in the Math Achievement test.

> Girls will have higher Achievement scores than will boys.

This hypothesis was not completely verified, as only in Grade Point Average did the girls excel the boys with a Mean Score of 51.46 as compared to the Mean Score of 48.55 for the males. For Math and Reading Achievement (as well as for the Raven), the males received significantly higher scores than did the females. Since the result of only one of the three measures was significant in the direction predicted, it cannot be said that this hypothesis was verified in Brazil.

OCCUPATIONAL MEASURES

> Upper-middle class children will have higher objective status level Occupational Expectations than will upper-lower class children.

This hypothesis was verified at greater than the .05 level of significance since the mean upper-middle class score was 1.65;[2] while the mean upper-lower class score was 2.27.

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[1] The lower the score the higher the aspiration.

[2] Lower scores mean higher expectations.

> Upper-middle class children will have a higher level of objective Occupational Aspiration than will upper-lower class children.

This hypothesis also was verified at greater than the .05 level of significance, as upper-middle class children had Mean Scores of 1.66, while upper-lower class children had means of 2.17.

> Upper-middle class children will have different Discrepancy scores between Occupational Aspiration and Expectation than will the upper-lower class children.

This hypothesis was not confirmed in Brazil, as there were no social class differences involving this variable.

> Upper-middle class children will prefer different Occupational Values than will upper-lower class children.

For seven of the fifteen Occupational Values, this hypothesis was verified, while for the remainder of the values there were no social class differences. Upper-middle class children preferred the following values to a significantly greater extent than did upper-lower class children: Altruism, Independence, and Follow Father. The upper-lower class children preferred to a significantly greater degree the values of Esthetics, Management, Security, and Prestige. However, in general, upper-lower class children preferred Intrinsic values to a significant degree, while upper-middle class children preferred Extrinsic values to a significant degree as compared to upper-lower class children. Thus, the hypothesis may be said to have been verified in the sense that different types of values were preferred by one social class as compared to those preferred by the other social class. With respect to individual values, the hypothesis was partially verified.

> Upper-lower class children will show a greater preference for "Extrinsic" Occupational Values than will upper-middle class children.

This hypothesis cannot be tested with Brazilian data since errors in the original data resulted in an inability to correctly analyze the Extrinsic Total score.

> Males will have a higher objective Occupational Expectation level than will females.

This hypothesis was verified at greater than the .05 level of significance with males having a Mean Score of 1.73, while females had a Mean Score of 2.18.

Males will have a higher objective Occupational Aspiration level than will females

This hypothesis was verified at greater than the .05 level of significance, since males had Mean Scores of 1.64, while the females' Mean Score was 2 19

Males will prefer different Occupational Values than will females.

It may be said that this hypothesis was, for the most part, verified since there were significant sex differences on ten of the fifteen Occupational Values There were significant differences in favor of the females for Altruism, Esthetics, Independence, Surroundings, Associates, and Variety Males significantly favored (compared to females) Success, Creativity, Economic Returns, Variety, and Follow Father In addition, the females significantly preferred Intrinsic values, while the males preferred Extrinsic values

Females will more frequently choose "Intrinsic" Occupational Values than will males

This hypothesis cannot be tested with Brazil's data since errors in the original data resulted in an inability to correctly analyze the Intrinsic Total score

Males will more frequently choose "Extrinsic" Occupational Values than will females.

This hypothesis cannot be tested with Brazil's data since errors in the original data resulted in an inability to correctly analyze the Extrinsic Total score

COPING STYLE MEASURES

Upper-middle class children will demonstrate a different style of coping than will upper-lower class children.

On the Social Attitudes Inventory this hypothesis was not actually verified since only one of the four scales showed class differences That is, for Passive Defensive behavior, the lower-class children scored higher than the middle-class children On no other scale were there class differences

In the Aggression area of the Sentence Completion, middle-class children were significantly higher on Frequency of Neutral Affect, while lower-class children were higher on Frequency of Negative Affect Thus, two of the four Aggression scales showed class differences

In the Authority area, there were no significant social class differences in Coping Style, thus casting serious doubt upon the existence of real class differences in this area.

In the Anxiety area the lower-class children were significantly higher on Frequency of Negative Affect, while middle-class children were higher on Frequency of Neutral Affect. Thus, only in the Affective dimensions were there class differences in this area.

In Interpersonal Relations there were no class differences, indicating lack of support for the hypothesis of social class differences in this area.

In the Task Achievement area, lower-class children were significantly higher on Attitude and Frequency of Neutral Affect, while the middle-class children were higher on Frequency of Positive Affect. Thus, again, on the actual Coping Style dimensions, there were no class differences. Rather, they existed only for Attitude and for the Affective dimensions.

For the Sentence Completion Total Scores, there were only two significant class differences, one for Attitude where the lower-class excelled, and one for Frequency of Positive Affect where the middle-class children excelled.

Thus, of the thirty-two possible social class differences in Coping Style dimensions from the Sentence Completion, only nine were significant, lending only modest support to the above hypothesis.

On the Total Coping Style dimension scores from the Story Completion, there were five (out of a possible nine) significant social class differences. Upper-middle class children excelled on Engagement, Sociability, and Affect Expressed Over The Problem, while upper-lower class children excelled on Stance and Attitude toward Authority. Thus, all instruments considered, for Brazil at any rate, the results lent only very tentative support to the hypothesis of social class differences in coping styles. The Story Completion instrument gave the most positive support to the hypothesis.

> Males will demonstrate a different style of coping than will females.

On the Social Attitudes Inventory the males scored significantly higher than the females on both the Active Coping and Active Defensive scores, lending some support to the hypothesis. On the Sentence Completion Aggression scales, males excelled females on Frequency of Neutral Affect, while females scored significantly higher on Engagement and Frequency of Negative Affect. In the Authority area the males were, again, significantly higher on Frequency of Neutral Affect, while the females excelled again on Frequency of Negative Affect. In the

Anxiety area the males excelled in Stance, Engagement, and Frequency of Neutral Affect, while once again the females excelled in Frequency of Negative Affect In the Interpersonal Relations area the males excelled in Stance and, again, in Frequency of Neutral Affect, while the females again scored higher on Frequency of Negative Affect In Task Achievement, the males scored higher on Engagement and, again, on Frequency of Neutral Affect, while the females excelled on Frequency of Positive Affect. Looking at the Total Scores across areas, the males excelled in all Coping Style dimensions and on Frequency of Neutral Affect, while females scored significantly higher on Frequency of both Negative and Positive Affect. Thus, of the thirty-two possible sex differences in Coping Style, twenty were significant, lending somewhat good support to the hypothesis of sex differences in Coping Style.

On the Story Completion Coping Style dimensions, only two of the nine dimensions showed significant sex differences (females higher on Initiation and males higher on Affect Expressed in Conjunction With the Problem). Thus, percentage-wise, Story Completion data lent less support to this hypothesis than did the data from the other two instruments.

> The difference in the style of coping between the males and females will be consistent across all five behavior areas studied

This hypothesis was verified (from Sentence Completion data) for the Affective measures, but not for the other Coping Style measures. Males scored higher on Frequency of Neutral Affect in the areas of Aggression, Authority, Anxiety, Interpersonal Relations, and Task Achievement plus, naturally, on the Total Score Females consistently scored higher on Frequency of Negative Affect in four of the five areas and on the Total Scores There was some consistency in the Engagement dimension since males excelled on this dimension in the areas of Anxiety and Task Achievement, plus the Engagement Total Score However, females excelled in this dimension in the Aggression area. On the only significant Stance differences (Anxiety and Interpersonal Relations) the males excelled, as they did in the Total Scores

Story Completion data supported the hypothesis of consistency since the higher score of males on Affect Expressed in Conjunction With the Problem was due primarily to the greater frequency of Neutral Affective responses on the part of the males, as compared to the females Thus, in general, the greatest support for this hypothesis was in the affective area, as might be expected.

COPING EFFECTIVENESS MEASURES

> The upper-middle class children will exhibit more effective overall coping behavior than will the upper-lower class children.

On the Sentence Completion Coping Effectiveness measures the upper-middle class excelled in the area of Aggression only, while the upper-lower class excelled in the Authority area. Thus, the hypothesis was not verified from Sentence Completion data. On the Story Completion Coping Effectiveness measures the upper-middle class was significantly higher on Nonacademic Task Achievement and Total Coping Effectiveness. For the other seven stories there were no social class differences. These findings lent only tentative support to the hypothesis and, coupled with the lack of support from the Sentence Completion data, would lead one to reject the hypothesis for Brazilian data.

BRAZIL INTRA-COUNTRY REPORT OF SIGNIFICANT CORRELATIONS

CRITERION-CRITERION RELATIONSHIPS

Hypothesis 1: There will be positive relationships among the Achievement Criterion measures.

All six possible correlations were significant and positive. This means that all three of the ten-year-old correlations, as well as all three at the fourteen-year-old level, were significantly different from zero to at least the .05 level.

The range of significant correlations was from .21 (between GPA and Math in the fourteen-year-old group) to .38 (between GPA and Math at the ten-year-old level).

So the hypothesis here discussed was supported by the correlational data, at both age levels. The largest discrepancy between the ten-year-old and fourteen-year-old samples laid in the relationship between Math scores and GPA. At the ten-year-old level, there was a .21 correlation between the two variables, whereas at the fourteen-year-old level, the correlation figure was .38.

The correlation between Math and GPA, being the highest at the ten-year-old level, it could be concluded that the Math score was the best predictor of classroom grades at this age level and, at the fourteen-year-old level, Reading was the best predictor of GPA.

These conclusions may be interpreted considering that in primary school years, teachers put more emphasis in the learning of math, while at the secondary school, greater importance is given to reading ability. This is possible, especially when the nature of the curricula for the two school levels is considered. The primary school teaching is more centered on practical aspects of learning, and math achievement corresponds more adequately to this educational goal.

The secondary school teaching has a propaedeutic character, is more academic and verbal in its content. Pupils begin to learn foreign languages, as French and English, besides Portuguese.

Hypothesis 2: There will be positive relationships among the Achievement and the Peer BRS Criterion measures.

All of the correlations for both age groups among the three Achievement measures (Math, Reading, GPA) and the seven BRS stems were positive and significantly different from zero to at least the .05 level.

The range of the correlations was very broad, varying between .11 and .69. The lowest correlation was between Math results and the Anxiety stem at the fourteen-year-old level. The strongest relationship occurred at the fourteen-year-old level among GPA scores and the Task Achievement score.

Therefore, the hypothesis was supported at both age levels. When asked to judge their classmates, Brazilian children and adolescents took into account mainly the academic achievement; if a student is a good one in math and reading and if his academic grades are high, probably he will be seen more positively by his classmates in all the dimensions of behavior measured in the BRS.

This result may be interpreted in two ways: (a) There is a stereotype in the school setting relative to the good student; if someone has good grades, his classmates tend to see him as an almost perfect person who behaves adequately in all behavior areas. (b) In our school system the more adapted children have better opportunities to succeed academically than those children who cannot fulfill the requirements of coping with authority, aggression, task achievement and so on, put by teachers and principals. Good grades are perhaps closely related to the ability of the student to react according to the school system expectations and not only with academic abilities.

Therefore, the Peer BRS is a good predictor of the Achievement measures, in the following decreasing order: GPA, Reading Achievement, and Math Achievement at both age levels.

PREDICTOR-PREDICTOR RELATIONSHIPS

Hypothesis 3: There will be positive relationships among the Intrinsic Occupational Values.

Out of the fifty-six correlations among the Intrinsic Occupational Values, thirty-eight correlations for both age groups were significantly different from zero to at least the .05 level. From these coefficients, twenty-seven correlated negatively and eleven only correlated positively.

At the ten-year-old level, fifteen correlated negatively and five correlated positively. At the fourteen-year-old level, twelve were negatively correlated and six were positively correlated.

At both age levels there was a positive relationship between Altruism and Self-Satisfaction, Creativity and Intellectual Stimulation, Variety and Creativity, and Intellectual Stimulation and Variety. At both age levels there were negative correlations between Altruism and Esthetics, Altruism and Independence, Altruism and Creativity, Esthetics and Self-Satisfaction, Esthetics and Intellectual Stimulation, Esthetics and Variety, Self-Satisfaction and Independence, Management and Intellectual Stimulation, and Self-Satisfaction and Creativity.

At the ten-year-old level there was a positive relationship between Altruism and Management. There was a negative relationship between Altruism and Variety, Esthetics and Management, Esthetics and Creativity, Independence and Management, Creativity and Management, Variety and Management.

At the fourteen-year-old level there was a positive relationship between Altruism and Intellectual Stimulation, and Self-Satisfaction and Intellectual Stimulation. At this same level, there was a negative relationship between Management and Altruism, Intellectual Stimulation and Independence, and Self-Satisfaction and Management.

The correlations ranged from -.30 to .39. The lowest correlation occurred at the fourteen-year-old level, between Self-Satisfaction and Esthetics. The highest one occurred at the fourteen-year-old level between Variety and Intellectual Stimulation. By the way, the correlation between Variety and Intellectual Stimulation was also high (.38) at the ten-year-old level.

The Total Scores were all positive, when the majority of the correlations of the independent variables were negative.

The highest correlation among the Total Intrinsic Values score and the independent variables was .49, between the Total Intrinsic score and Intellectual Stimulation at the fourteen-year-old level. The lowest one occurred between the Total Intrinsic score and Management.

The hypothesis was partially supported for a small number of areas. At both age levels, the highest correlations occurred between Creativity and Intellectual Stimulation, Variety and Intellectual Stimulation, Variety and Creativity, and Altruism and Self-Satisfaction.

Hypothesis 4: There will be positive relationships among the Extrinsic Occupational Values.

The Extrinsic Occupational Values are seven: Success, Security, Prestige, Economic Returns, Surroundings, Associates, and Follow Father. Forty-two correlations were calculated but twenty-six only were significantly different from zero to at least the .05 level (thirteen at each age level). Most of the significant correlations were negative and so did not support the hypothesis.

It is interesting to note that the results showed a similar pattern when both age levels were considered: almost all the significant correlations at the ten-year-old level were significant at the fourteen-year-old level also and approximately with the same strength and sign, with four exceptions only.

The positive correlations, that is, those correlations which supported the hypothesis, were seven: only three at the ten-year-old level (Security and Surroundings, Prestige and Economic Returns, Surroundings and Associates) and four at the fourteen-year-old level (the same three named above, plus Success and Economic Returns).

The nineteen negative correlations ranged from -.11 to -.36, and the seven positive ones ranged from .11 and .36. The strongest correlations on the negative side, that is, the ones that contradicted the hypothesis, were between Prestige and Surroundings for both age levels (-.35 for the ten-year-old level and -.36 for the fourteen-year-old level).

The strongest correlations on the positive side were between Prestige and Economic Returns, for both age levels also (.36 for the ten-year-old and .25 for the fourteen-year-old level).

When the correlations among the Extrinsic Total Values and each component value respectively were considered, thirteen out of the fourteen possible correlations were significant and positive. The correlation between Extrinsic Total Values and Surroundings, at the ten-year-old level, was the only one that was not significant.

These thirteen significant correlations ranged from .19 to .50, the strongest ones being those between the Extrinsic Total Values and Economic Returns at both age levels (.45 for the ten-year-old level and .50 for the fourteen-year-old level). In other words, it may be said that Economic Returns was the component that most contributed to the Total Scores at both age levels. Security and Follow Father were components which showed also a good relationship with the Extrinsic Total Values.

In conclusion, the hypothesis was weakly supported at both age levels in the following relationships: Security and Surroundings, Prestige and Economic Returns, and Surroundings and Associates. The relationship between Success and Economic Returns supported the hypothesis also, but at the fourteen-year-old level only.

However, the most impressive results were that most of the correlations of this table did not support the hypothesis, since they were either nonsignificant or showed negative relationships.

Hypothesis 5: There will be negative relationships among the Intrinsic and Extrinsic Occupational Values.

As it is known, the fifteen values which compose the OVI are divided into two groups called, respectively, Intrinsic and Extrinsic Values. The Intrinsic Values are eight: Altruism, Esthetics, Independence, Management, Self-Satisfaction, Intellectual Stimulation, Creativity, and Variety. The Extrinsic Values are: Success, Security, Prestige, Economic Returns, Surroundings, Associates, and Follow Father. Since those two groups express, by definition, opposite kinds of values, it was anticipated that the relationships among them would be negative Examining all possible correlations among the values belonging to those two kinds of variables, it was found that, from the one hundred and twelve coefficients, fifty-nine were significantly different from zero at least to the 05 level.

From these fifty-nine significant correlations, forty-nine were negative, thus supporting the hypothesis, and ten were positive, thus contrary to the hypothesis Considering the two age levels, the results showed that twenty-eight correlations were significant at the ten-year-old level and thirty-one at the fourteen-year-old level. In the first age group, five correlations contradicted the hypothesis (Altruism and Surroundings, Altruism and Associates, Esthetics and Prestige, Self-Satisfaction and Security, and Self-Satisfaction and Surroundings).

In the second age group, five correlations (Altruism and Surroundings, Esthetics and Prestige, Self-Satisfaction and Security, Management and Economic Returns, and Self-Satisfaction and Surroundings) contradicted the hypothesis

Generally speaking, the correlations which were significant at one age level were significant also at the other age level, with nineteen exceptions which occurred mainly in the correlations including the following values: Independence, Management, and Variety.

At both age levels, the following correlations supported the hypothesis: Altruism and Prestige, Altruism and Economic Returns, Esthetics and Success, Esthetics and Security, Esthetics and Surroundings, Esthetics and Follow Father, Self-Satisfaction and Prestige, Self-Satisfaction and Economic Returns, Intellectual Stimulation and Security, Intellectual Stimulation and Prestige, Intellectual Stimulation and Economic Returns, Creativity and Security, Creativity and Surroundings, Creativity and Associates, Variety and Security, Variety and Economic Returns

The following correlations were significant and in accordance with the hypothesis at the fourteen-year-old level only: Independence and Security, Independence and Surroundings, Management and Security, Management and Surroundings, Management and Associates, Intellectual Stimulation and Follow Father, Creativity and Success, Creativity and Economic Returns, Variety and Success, Variety and Prestige.

Most of these correlations, however, were low, ranging from -.10 to -.41. The strongest relationship occurred at both age groups between Altruism and Prestige.

Considering the nine correlations which did not support the hypothesis, they ranged from .12 to .38. The strongest relationship occurred at the fourteen-year-old level, between Esthetics and Prestige; the lowest correlation occurred at the ten-year-old level between Altruism and Associates.

Both the ten and the fourteen-year-old samples showed the general relationship between the independent Intrinsic Values and the Total Extrinsic score as well as the independent Extrinsic Values and the Total Intrinsic score. In other words, all correlations involving the Total Extrinsic Values and the independent Intrinsic Values and all the ones involving the Total Intrinsic Values and the independent Extrinsic Values, were significant and negative.

However, when the correlations between the totals (Intrinsic and Extrinsic) were considered, one positive correlation of .42 at the ten-year-old level was found.

The strongest correlations occurred at both age levels between the Total Intrinsic score and Economic Returns, and between the Total Extrinsic score and Variety as well as the Total Extrinsic score and Intellectual Stimulation.

In conclusion, most of the significant correlations supported the hypothesis of negative relationship among the Intrinsic and Extrinsic Occupational Values. From the Total Scores, it can be said that the correlations which supported the hypothesis most were those between Total Intrinsic Values and Economic Returns at both age levels, and those between Total Extrinsic Values and Intellectual Stimulation, and Total Extrinsic Values and Creativity at the fourteen-year-old level and Total Extrinsic Values and Variety at both age levels.

In other words, the Brazilian children at both age levels who had low scores on the Intrinsic Values, generally wanted more to engage in jobs where they could make money. The fourteen-year-old children who preferred jobs where they could do interesting things or invent new things had generally low scores on the Extrinsic Values. The results show also that when the Brazilian children at both age levels studied in this research preferred jobs where they could do different things, they had, in general, low scores on the Extrinsic Values.

Hypothesis 6: There will be positive relationships among the status level measures of the Occupational Aspiration, Occupational Expectation, and Educational Aspiration measures.

All six correlations for both age groups among Occupational Aspiration and Expectation and Educational Aspiration were significantly different from zero at least to the .05 level.

All the correlations were significant at both age levels. All the correlations were fairly high, ranging between .43 and .79. The strongest relationship occurred at the fourteen-year-old level between Occupational Aspiration and Occupational Expectation

The hypothesis was fairly well supported in both age groups The correlation was higher between Occupational Aspiration and Expectation scores It shows that most of the children hoped to have occupations that they liked, indeed

The close relationship between occupational level and formal instruction is shown in the positive correlations, which seem to indicate that the subjects are aware of the importance of the instruction in order to ascend in the social scale

Hypothesis 7: There will be positive relationships among the Occupational Interests discrepancy measures

All twelve correlations for both age groups among Occupational Interests discrepancy measures were significantly different from zero to at least the 05 level

All the correlations were significant and positive at both age levels, thus supporting the hypothesis.

The correlations ranged between 26 and 70 The strongest relationship occurred in the fourteen-year-old group between Father's Aspiration less Subject's Aspiration and Mother's Aspiration less Subject's Aspiration

The hypothesis was well supported at both age levels which presented almost identical correlations. The fairly high correlations between Father's Aspiration less Subject's Aspiration and Mother's Aspiration less Subject's Aspiration show that the subjects believe that their parents wish them to have occupations whose levels are not very different from the ones chosen by them

Hypothesis 8: There will be a positive relationship between the SAI Active and Passive Coping measures. There will be a positive relationship between the SAI Active and Passive Defensive measures There will be a negative relationship among the SAI Coping and Defensive measures

The hypothesis which states a positive relationship between the Active and Passive Coping measures, obtained through the Social Attitudes Inventory, was supported in both age groups.

The two coefficients which expressed this relationship were significant, positive, and relatively strong, the correlation at the ten-year-old level being higher (.44) than the fourteen-year-old one

There was also a positive relationship between the Active and the Passive Defensive measures of this instrument at the two age levels considered, although the correlations were not so strong as in the case of the Coping measures. The coefficients were relatively similar at both age levels; and, unlike the Coping measures, for the Defensive measures, the fourteen-year-old group showed a higher correlation (.24) than the ten-year-old group (.18).

Regarding the relationship among the SAI Coping and Defensive measures which, according to the hypothesis, should be negative, it was found that, from the eight possible correlations at both age levels, three coefficients only were significant, but in the opposite direction from the one expected. From these three correlations, two belonged to the ten-year-old level and one to the fourteen-year-old level.

The strongest correlation occurred between Passive Coping and Passive Defensive measures at the fourteen-year-old level (.28). For both age groups the correlations between those variables were significant, while, for Active Coping and Passive Defensive, positive coefficients were found for the ten-year-old level, only.

All these coefficients, although positive, were not so strong; the range was from .20 to .28. The other possible correlations (between Coping measures and Active Defensive measures) were not significant so it was shown that the hypothesis of negative relationship among the SAI Coping and Defensive measures was not supported by the data.

In conclusion, it can be said that, regarding this instrument, the Coping measures (Active and Passive) as well as the Defensive measures (Active and Passive) were positively related, although not strongly, but the Coping measures were not negatively related with the Defensive measures as one could expect.

Hypothesis 9: There will be positive relationships among the measures of the same Sentence Completion Coping Style variables across different behavior areas.

From the twenty possible relationships among the Coping Style variables across different behavior areas, nine only were significant to at least the .05 level. There were only two positive correlations at both age levels: Authority Stance results with Stance in Aggression items, and Task Achievement Stance results with Stance in Anxiety items. At the ten-year-old level, there were two significant positive correlations in the expected direction among Stance results in the Authority and Aggression areas: Task Achievement with Anxiety. At the fourteen-year-old level, there occurred seven positive relationships among Stance variables in the following areas: Authority and Aggression, Anxiety and Aggression, Task Achievement and Aggression. Stance in the area of Authority was positively related with Stance in the following areas: Anxiety, Interpersonal Relations, and Task Achievement. In the area of Anxiety, Stance results were positively correlated with Stance results in the area of Achievement.

The correlations ranged from .12 and .32. They occurred at the fourteen-year-old level.

Therefore, we can conclude that the hypothesis was weakly supported, mainly at the ten-year-old level.

Correlations between Total Stance and Stance in different behavior areas were all significant at both age levels. Correlations ranged from .34 to .70. Correlations were higher in both age groups in the area of Task Achievement and Total Stance.

Hypothesis 10. There will be positive relationships among the measures of the same Sentence Completion Coping Style variables across different behavior areas.

When we considered Engagement results in different behavior areas and the twenty possible correlations, three only were in the expected direction to at least the .05 level. At the ten-year-old level, the hypothesis was supported when we related Engagement in Task Achievement situations with Engagement in Anxiety situations. At the fourteen-year-old level, there were two positive correlations: Task Achievement and Authority Engagement results, and Task Achievement and Anxiety results in Engagement.

One correlation only was significant and according to the hypothesis at both age levels: Task Achievement Engagement results and Anxiety Engagement results.

Total Engagement results correlated in the expected direction in all behavior areas.

The correlations ranged from .10 to .70. So, we can conclude that the hypothesis was very weakly supported when the Engagement variable was considered.

Hypothesis 11: There will be positive relationships among the measures of the same Sentence Completion Coping Style variables across different behavior areas.

Sixteen of the twenty correlations were significant to at least the .05 level. At the ten-year-old level, there was no significant correlation which was not significant at the fourteen-year-old level, also. At the fourteen-year-old level, but not in the ten-year-old group, there were the following significant correlations as far as the Coping Effectiveness variable was considered: Task Achievement and Aggression, Task Achievement and Authority, IPR and Anxiety, and Task Achievement and IPR. Significant correlations at both age levels and in the expected direction were the following six: Coping to Authority and Coping to Aggression, Anxiety and Aggression, Anxiety and Authority, Interpersonal Relations and Aggression, IPR and Authority, and Task Achievement and Anxiety.

Total Scores for Coping Effectiveness correlated positively with all the behavior areas.

Correlations ranged from .13 to .72.

Briefly, we can say that the hypothesis was supported when Coping Effectiveness was considered across the behavior areas.

Hypothesis 12: There will be positive relationships among the Sentence Completion Attitude measures across behavior areas.

Four of the six correlations among Attitude measures across behavior areas were positive and significantly different from zero to at least the .05 level. There was no correlation significant at the ten-year-old level but not significant at the fourteen-year-old level. Significant at the fourteen-year-old level only, there were two correlations: Task Achievement Attitude and Attitude toward Authority, and Task Achievement Attitude and Attitude in Interpersonal Relations. Significant at both age levels was the correlation between Attitude in Interpersonal Relations items and Attitude toward Authority.

All the behavior areas where Attitude was measured correlated positively with the Total Attitude score.

Correlations ranged from .18 to .79. Thus, the hypothesis was supported when Attitude measures were considered, mainly at the fourteen-year-old level.

Hypothesis 13: There will be positive relationships among measures of the same Sentence Completion Affect dimension across the different behavior areas.

When Negative Affect measures were considered, it was observed that ten of the twelve correlations for both age groups were significantly different from zero to at least the .05 level.

There were no significant correlations at one age level, only. Significant at both age levels were the following correlations: between Negative Affect in relation to Interpersonal Relations situations and Negative Affect toward Aggression items; IPR and Authority; Authority and Aggression; Task Achievement and Authority; and Task Achievement and IPR.

Total Negative Affect correlated positively with Negative Affect in each behavior area.

Correlations ranged from .12 to .76. Thus, the hypothesis was supported at both age levels, except for the correlation between Task Achievement Negative Affect and Negative Affect toward Aggressive situations.

Hypothesis 14: There will be positive relationships among measures of the same Sentence Completion Affect dimension across the different behavior areas.

When the Positive Affect dimension was considered across the different behavior areas where this variable was measured, there were no significant correlations in the expected direction, in each age group considered separately or together.

Positive correlations were found only when Total Positive Affect was related to each behavior area. In such a case, all correlations, at both age levels, were positive and significant, ranging from .40 to .77.

So the hypothesis was not supported.

To have a Positive Affect in one of the behavior areas does not mean that Positive Affect will be found in other behavior areas.

Hypothesis 15: There will be a positive relationship between the Total Attitude measure and the Total Positive Affect measure.
There will be negative relationships between the Total Attitude measures and the Total Negative Affect measure.

The hypothesis was totally supported at both age levels. There was no significant correlation at one age level but not at the other.

The correlation between Total Attitude scores and Total Negative Affect was negative and in the expected direction; the same was true for the correlation between Total Attitude and Positive Affect, i.e., they correlated positively at both age levels.

Correlations ranged from -.21 to .12. So, the hypothesis was moderately supported.

Hypothesis 16: There will be positive relationships among the total amount of Positive Affect and the Total Attitude measures with Coping Total score. There will be negative relationships among the total amount of Negative Affect expressed with the Coping Score Totals.

Eleven (five at the ten-year-old level and six at the fourteen-year-old) from the eighteen possible correlations were significantly different from zero to at least the .05 level.

At the ten-year-old level all correlations among the Total Negative Affect and Total Stance, Total Engagement, and Total Coping were significant in the expected direction: they were negative and ranged from -.81 to -.31. The same occurred at the fourteen-year-old level where correlations ranged from -.83 to -.36.

Correlations among the Total Attitude score and Total Stance, Total Engagement, and Total Coping were significant in the expected direction, although weak, ranging from .17 to .38. At the ten-year-old level, the correlation between Total Attitude and Total Engagement was not significant. At the fourteen-year-old level, the correlations were higher than in the ten-year-old group, ranging from .32 to .38.

Correlations among the Total Positive Affect score and Total Stance, Total Engagement, and Total Coping were not significant to the .05 level, at both age levels.

Therefore, the hypothesis was partially supported; it was strongly supported when we considered correlations involving the Total Negative Affect score, weakly supported in relation to the Total Attitude score, and not supported in the case of the Total Positive Affect score.

Hypothesis 17: There will be positive relationships among the measures of the same Story Completion Coping Style dimensions across the different behavior areas.

Out of the forty-eight correlations, a total of twenty-two of the Story Completion Engagement scales in all five behavior areas considered in the research were significantly different from zero to at least the .05 level. In the ten-year-old sample, sixteen, and at the fourteen-year-old level, six, correlations were significant.

Significant correlations were found at both age levels in relation to Engagement in the stories involving Mother's Authority (Story Ten) and Aggression (Story Eight); Interpersonal Relations (Story Seven) and Aggression (Story Eight); Father's Authority (Story Two) and Mother's Authority (Story Ten).

At the ten-year-old level, other relationships were significant. They occurred between Father's Authority (Story Two) and Aggression; Mother's Authority and Anxiety; Interpersonal Relations and Aggression; Interpersonal Relations and Father's Authority; Interpersonal Relations and Mother's Authority; Interpersonal Relations and Interpersonal Relations in two different situations; Academic Task Achievement and Aggression; Academic Task Achievement and Interpersonal Relations; Nonacademic Task Achievement and the following behavioral areas: Anxiety, Mother's Authority, Interpersonal Relations (two cases).

Only two correlations were significant only at the fourteen-year-old level. They occurred in the following relationships: Mother's and Father's Authority, and also Interpersonal Relations (Story Seven) and Anxiety.

All correlations among the Engagement measures in the five areas were low but positive, ranging from .10 to .24. The strongest relationship occurred in the ten year-old sample among Aggression and Mother's Authority Engagement scores.

On the Total Engagement score the better results appeared in relation to Mother's Authority behavioral area, followed by IPR, Aggression, and Father's Authority.

The results of the ten-year-old sample supported the hypothesis more than did the results at the other age level. In other words, Engagement appeared to be a Coping dimension that was more significantly correlated with other behavioral areas in the children at age ten than it was at age fourteen, where the hypothesis was supported only in some specific areas.

In a very general way it is possible to say that in the total comparisons there was some support for the hypothesis, especially in the following areas: Mother's Authority, Aggression, and IPR.

The Brazilian subjects at the ten-year-old level responded to the problem situations with patterns of Engagement that were consistent in the five behavioral areas. But the fourteen-year-old subjects presented patterns of Engagement that were different in the various situations. It is possible that in this case the older subjects interacted with different features of the situations in each story stem. These patterns of behavior at the two age levels could result from different child-rearing practices at the two ages. At the ten-year-old level, the children have less freedom to perform in the situation in their own way, that is, the children's behavior is more in accord with the social premises their parents impose during the educational process. At teen age, the children have more freedom to choose their own way to face problems but have not yet a very consistent way to do it. Besides this consideration, it is possible that in child-rearing practices, parents spend more time and attention, in our culture, in

Engagement when Mother's Authority, Aggression, and IPR situations are involved, so that in these areas the subjects presented earlier a more systematic style of Engagement than in other behavioral areas.

Hypothesis 18: There will be positive relationships among the measures of the same Story Completion Coping Style dimensions across the different behavior areas.

A total of eighteen out of the forty-eight correlations among the Story Completion Initiation scales, in all the five behavior areas, were significantly different from zero.

Only two significant relations occurred in both age groups. They occurred between IPR and Aggression, and between IPR and Father's Authority.

Fourteen other significant correlations were found in the ten-year-old sample. They referred to the relationships between: Aggression (Story Eight) and Father's Authority (Story Two); Aggression and Mother's Authority (Story Ten); Aggression and IPR; Anxiety (Story Five) and Academic Task Achievement (Story One); Father's Authority and IPR; Mother's Authority and IPR (Story Four); Father's Authority and IPR (Story Seven); Mother's Authority and Academic Task Achievement; IPR (Story Four) and IPR (Story Seven); IPR (Story Four) and Academic Task Achievement; IPR (Story Four) and Nonacademic Task Achievement; IPR (Story Seven) and Nonacademic Task Achievement; and between Academic and Nonacademic Task Achievement, also.

At the fourteen-year-old level, no other relationship was significant.

All correlations among Initiation measures in the five areas were low, ranging between .10 and .22. The strongest one occurred between Academic and Nonacademic Task Achievement in the ten-year-old sample.

In a general way, on the Total Scores for Initiation, the interactions in the case of the ten-year-old sample were stronger than they appeared to be at the other age level. The Total Initiation score was better represented by the Initiation score in the IPR (Story Seven) behavior area, followed by Mother's and Father's Authority and Aggression.

When each story is considered, the hypothesis was only weakly supported at the ten-year-old level. The Initiation scores among the various behavior areas were not significantly related for fourteen-year-olds; that is, it appeared that this dimension was not very consistent across the five behavior areas in the case of the teens.

In a very general way, in the total comparisons, there was some support for the hypothesis, especially in the following behavior areas: IPR (Story Seven), Authority, and Aggression.

The results showed that the children presented more consistent patterns of Initiation than did the adolescents, this occurring probably because the older subjects didn't present yet a very specific coping style when the dimension Initiation was considered, while the younger children's behavior was more in accord with what other persons wanted them to do. In the process of socialization, the Brazilian subjects usually are not rewarded for initiation in such behavior areas as the following: Aggression, Anxiety, and Nonacademic Task Achievement. According to this, it is not a surprise that they did not present a very consistent behavior when the Initiation dimension was considered. Even in the area of Academic Task Achievement, initiative is not very rewarded nor is it a very important condition for the success in some of our schools. In some behavior areas, our culture appears to offer a more specific training in initiation, as appeared in relation to IPR and Authority. Under these conditions it is easily understood that Brazilian subjects present consistently low Initiation, and only in the areas where possibly they have a more adequate training.

Hypothesis 19: There will be positive relationships among the measures of the same Story Completion Coping Style dimensions across the different behavior areas.

In the dimension of Implementation, when the two age groups were considered, there were only eleven correlations significantly different from zero at least to the .05 level, out of the total of forty-two correlations.

At both age levels only one significant positive correlation occurred. This was the case of the relationship between Aggression and IPR (Story Seven).

Some correlations were significant at the ten-year-old level only. They occurred between Aggression and Mother's Authority; Aggression and IPR (Story Four); Mother's Authority and IPR (Story Four); Mother's Authority and IPR (Story Seven); Mother's Authority and Academic Task Achievement; IPR (Story Four) and IPR (Story Seven); Anxiety and Nonacademic Task Achievement; IPR (Story Four) and Nonacademic Task Achievement.

One correlation only was significant at the fourteen-year-old level but not at the ten-year-old level; it appeared between Aggression and Anxiety.

The significant correlations ranged from .12 to .23. The strongest relationship occurred at the fourteen-year-old level among the Implementation scores for IPR (Story Seven) and Aggression. The lowest one occurred at the ten-year-old level among Anxiety and Nonacademic Task Achievement.

Considering the Total Scores for both age levels, all correlations were significant and positive. The strongest correlation occurred between Mother's Authority and Implementation Total (.51) at the ten-year-old level.

The hypothesis was supported only in some specific behavior areas and more at the ten than at the fourteen-year-old level. The results showed that Brazilian subjects did not present Implementation as a behavior characteristic in equal frequency in all behavior areas considered in the research. Possibly Implementation is a Coping Style dimension that presents a variation in function of the situation or value. The subjects differentiate among the behavior areas in deciding whether to portray independent implementation.

Hypothesis 20: There will be positive relationships among the measures of the same Story Completion Coping Style dimensions across the different behavior areas.

In the dimension Persistence the study of this hypothesis showed that thirteen correlations, out of the fifty-six possibilities considered, were significant.

At both age levels, there were two significant relationships between the Persistence presented in Story Eight (Aggression) and in Story Seven (IPR) and Academic Task Achievement.

At the ten-year-old level, nine other correlations were also significant; they occurred between Aggression and Mother's Authority; Mother's Authority and IPR (Story Seven); Anxiety and Academic Task Achievement (two times); IPR (Story Four) and Nonacademic Task Achievement; IPR (Story Seven) and Nonacademic Task Achievement; and Academic and Nonacademic Task Achievement.

In the other age group, there was only one other significant correlation that appeared between Aggression and Anxiety.

In this dimension the correlations ranged between .10 and .81.

For the Total Scores concerning Persistence, both age samples showed significant relationship in all behavior areas except in IPR (Story Four) for the fourteen-year-old subjects.

The hypothesis of positive relationships among the measures of Persistence in the Story Completion instrument across the different behavior areas was very weakly supported. The consistency of the Persistence dimension for both age levels occurred in some specific areas only.

Persistence is a Coping dimension which has a great value in our culture; that is, people who make persistent efforts in order to cope with a problematic situation are generally rewarded with the attention and consideration of others. Nevertheless, as the data showed, there is some kind of a failure in our educational practices which hinders the Brazilian subjects to develop a coherent form of persistent behavior when they have to face problem situations in various behavior areas.

Hypothesis 21: There will be positive relationships among the measures of the same Story Completion Coping Style dimensions across the different behavior areas.

Concerning the Coping Effectiveness dimension, the results presented twenty-four significant correlations at the .05 level of the fifty-six possibilities considered.

At both age levels the following Story Completion Coping Effectiveness scores showed a significant relationship: Aggression and Mother's Authority, Aggression and IPR (Story Seven); Anxiety and Mother's Authority; Father's Authority and IPR (Story Seven); and Mother's Authority and IPR (Story Seven).

At the ten-year-old level six other correlations were significant: Aggression and Father's Authority; Father's Authority and IPR (Story Four); Father's Authority and Academic Task Achievement; Anxiety and Nonacademic Task Achievement; Mother's Authority and Nonacademic Task Achievement; and IPR (Story Four) and Nonacademic Task Achievement.

Eight correlations were significant for the fourteen-year-olds only, and they were: Aggression and Anxiety; Father's and Mother's Authority; Anxiety and IPR (Story Seven); IPR (Story Four) and IPR (Story Seven); Aggression and Academic Task Achievement; Mother's Authority and Academic Task Achievement; IPR (Story Four) and Academic Task Achievement; and IPR (Story Seven) and Academic Task Achievement.

The correlations ranged from .10 to .30.

Both the ten and the fourteen-year-old samples showed the same general relationships between the component Coping Effectiveness scores and the Total Coping Effectiveness scores. The Total Coping Effective-score was largely defined by Aggression and Authority, followed by IPR.

The hypothesis concerning Coping Effectiveness was weakly supported at both age levels. This means that Brazilian subjects did not present a very consistent Coping Effectiveness in all behavior areas in both age levels This result was surprising, as one would expect that Coping Effectiveness would be progressively stable and important among the Coping dimensions and would become even more important with increasing age. This fact did not occur; it is possible that the child-rearing practices used in our culture do not permit to develop a generalized pattern of Coping Effectiveness in all behavior areas. Alternatively, the story stimuli may vary so much, and the children's responses may be so story-specific, that the expected generalization does not occur.

Hypothesis 22: There will be positive relationships among the measures of the same Story Completion Affect dimension across the different behavior areas.

The study of the hypothesis, according to which there will be positive relationships among the measures of the same Story Completion Affect dimension across the different behavior areas, showed only eight significant correlations at the .05 level.

The Affect Concerning Problem dimension scores did not show any significant correlation with different behavior areas at both age levels simultaneously.

At the ten-year-old level the only three significant correlations were between: Aggression and Anxiety; Anxiety and Academic Task Achievement; and Mother's Authority and Nonacademic Task Achievement.

At the fourteen-year-old level the five significant relationships were found between Anxiety and Mother's Authority; Anxiety and IPR (Story Seven); Father's Authority and IPR (Story Seven); IPR (Story Four) and IPR (Story Seven); and Mother's and Father's Authority.

Most of the correlations among Problem Affect measures in the behavior areas in the Story Completion instrument were generally low, ranging between .11 and .17. The lowest occured at the ten-year-old level between Aggression and Anxiety; the strongest relationship occurred at the fourteen-year-old level between IPR (Story Seven) and Anxiety and also IPR (Story Seven) and Father's Authority.

Both age levels showed the same general relationship between the component Coping Affect scores, but the correlations were generally low.

The hypothesis was not very well supported in the two age groups. It appears that children and teenagers are not very consistent in the Affect manifested in problem situations in the five behavior areas considered in the research.

These results showed that the Brazilian sample presented patterns of affect that are not the same in all the behavior areas. The few low positive correlations can be considered as an indication that subjects present a variety of emotional behaviors in accord with the behavior area considered. This dissociation in the Coping Style Affect dimension in the various areas is possibly a result of the fact that our subjects discriminate patterns that are considered acceptable in one but not in other behavior areas. It appears that with increasing age there is a more consistent emotional behavior, except in the behavior areas of Mother's Authority and Aggression. In these cases, it is possible to consider that the teenagers have problems of relationship with mother that may result in various emotional problematic or inconsistent behavior. Aggression is a very negatively valuated behavior in our culture, so in a problem situation of aggression it is probable that the adolescent will not have a very consistent form of affective behavior.

Hypothesis 23: There will be positive relationships among measures of the same Story Completion Affect dimension across the different behavior areas.

Concerning the Affect Expressed In Conjunction With The Outcome, the analysis of the results showed only ten significant correlations out of the fifty-six correlations; seven occurred in the ten-year-old sample and three in the fourteen-year-old sample, but there were no significant relationships at both age levels.

The ten-year-old's significant correlations occurred between Aggression and Mother's Authority; Aggression and Nonacademic Task Achievement; Father's and Mother's Authority; IPR (Story Seven) and IPR (Story Four); IPR (Story Four) and Academic Task Achievement; IPR (Story Seven) and Academic Task Achievement; Mother's Authority and Nonacademic Task Achievement; and IPR (Story Four) and Mother's Authority.

The correlations among the Outcome Affect measure in the five areas were generally low, ranging from .10 to .21. The strongest correlation occurred at the ten-year-old level between the Outcome Affect score for IPR (Story Seven) and Academic Task Achievement.

Both age samples showed the same general relationship between the component Outcome Affect and Total Outcome Affect. All the correlations were low but significant.

The hypothesis was not very well supported in the two age groups. It appears that both ages were not very consistent in the affect manifested at the outcome of the problem-solving situation in the various behavior areas considered in the Story Completion instrument. The hypothesis was supported only in some particular relationships.

Hypothesis 24: There will be positive relationships among the Story Completion Total Affect measure and the Total Coping Style measures.

When the Affect measures were compared with the Coping Style measures, all correlations obtained were significant and positive at both age levels.

Although all the correlations among the Affect measures and the Coping Style measures were significant and positive, at the ten-year-old level the correlations were stronger than at the fourteen-year-old level.

The range of the significant correlations was .11 to .56. The strongest correlation was that between Outcome Affect and Coping Effectiveness at the ten-year-old level.

Briefly, it can be said that the hypothesis was supported at both age levels.

Probably, these results can be explained according to different levels of maturity. At the ten-year-old level, the dimensions of Coping seem to be more influenced by the Affect dimension than they are at the fourteen-year-old level.

The results showed that Brazilian subjects' affective behavior presented positive relationships with the various Coping Style measures, except in the fourteen-year-old sample between the dimension Persistence and Total Problem Affect behavior. From these results it is possible to state that there is an evident relationship between the patterns of affective behavior and Coping Style measures.

In our culture, affective behavior is considered very important; it is very frequent and people usually accept the fact that others can behave under the influence of their affective behavior. The fact that the hypothesized relationships were greater at the ten-year-old level than at the fourteen-year-old level can be considered as a sign that at this age level the affective behavior is more consistent. At the fourteen-year-old level, with all the problems that are common to this period of life, it is easier to develop a less consistent behavior than the one that occurs at the ten-year-old level.

Hypothesis 25: There will be positive relationships among measures of the same Coping Style construct in the same behavior areas across the two projective instruments.

When Engagement on Story Completion was compared with Engagement on Sentence Completion in the various behavior areas, only eight significant correlations were found and the total of possible correlations was eighty. In the ten-year-old sample, there were five positive and significant correlations and at the other age level the same number of significant correlations was found.

Only one relationship was significant at both levels, and it occurred on Engagement expressed in relation to Aggression on the two projective instruments.

At the ten-year-old level, the other positive correlations appeared in relation to the results of stems concerning Authority (Sentence) and Anxiety (Story Five); Anxiety (Sentence) and Anxiety (Story Five); and of IPR (Story Seven) and IPR (Sentence), IPR (Story Four) and Aggression.

At the fourteen-year-old level the other significant correlations were in the following behavior areas: Authority (Sentence Completion) and Authority (Story Ten); Anxiety (Sentence Completion) and Authority. (Story Ten).

The same picture of very few positive correlations appeared also on the comparisons of Engagement Total on the two projective instruments. Only two correlations were positive when the score of Engagement Total on Sentence Completion was compared with the Engagement score of each story. This occurred in the ten-year-old sample in relation to Anxiety (Story Five) and in the fourteen-year-old sample in relation to Authority (Story Ten). When the comparison was made between Engagement Total on Story Completion and on Engagement scored in the behavior areas across the Sentence Completion, only one correlation was positive. It occurred in relation to Anxiety.

On the two projective instruments, the Engagement Total was positive and significantly correlated at both age levels.

All the few correlations were low and ranged between .10 and .18.

The results showed that the hypothesis was weakly supported and only in some behavior areas. It is possible to consider that the subjects' Engagement was different in the two instruments considered. It also seems likely that the stems of the two instruments, designed to study the same behavior area, were considered as different by the subjects.

Hypothesis 26: There will be positive relationships among measures of the same Coping Style construct in the same behavior area across the projective instruments.

The Coping Effectiveness scores on both projective instruments (Story and Sentence Completion) showed very few significant correlations. Out of the one hundred and sixty possible correlations, only ten were significant, five in the ten-year-old sample and the same number in the fourteen-year-old sample.

At both age levels, only one Coping Effectiveness score was significant and this occurred when the Anxiety of Story Five was compared with the Anxiety expressed on Sentence Completion.

At the ten-year-old level, the Coping Effectiveness expressed in relation to Aggression (Story Eight) was positively and significantly correlated with the Interpersonal Relations expressed on Sentence Completion. Other significant correlations appeared when, at this same age level, the scores of Coping Effectiveness with Anxiety (Story Five) were compared with Anxiety, IPR, and Task Achievement scored on the other projective instrument. The last positive significant correlation found in this age group appeared when IPR (Story Four) was compared with Aggression (Sentence Completion).

At the other age level the Coping Effectiveness expressed in a situation involving Aggression (Story Eight) was positively correlated with the same Coping Style construct in the Sentence Completion instrument. Anxiety (Story Five) was also correlated with Aggression and Anxiety when the Coping Effectiveness scores on the two projective instruments were compared. At the fourteen-year-old level, two significant relationships were found between Authority (Story Ten) and Authority and IPR (Sentence Completion).

The significant relationships were low, ranging from .10 to .14. The picture was not more favorable when the comparison between Coping Effectiveness Total scores on each instrument was compared with this same Coping Style dimension on the various behavior areas on the other instrument. The same was true also when both Total Scores were compared.

On these comparisons involving Total Scores, only one was significant in the ten-year-old sample and it occurred when the Coping Effectiveness Total score on Sentence Completion was compared with the score on Academic Task Achievement (Story One).

In the fourteen-year-old sample, the Coping Effectiveness Total score on Story Completion presented a positive relationship with Anxiety and IPR (Sentence Completion). The Coping Effectiveness Total score on Sentence was correlated with Anxiety (Story Five), Authority (Story Ten), IPR (Story Seven), and Coping Total on Story Completion. So on the Total Scores, the results were more consistent among the fourteen-year-old subjects.

Taking into account the results just presented, it is possible to say that they support the hypothesis only weakly and only in some behavior areas in each age group. It is possible to understand this result as a very poor coherence in the coping behavior of the subjects or as a consequence of intrinsic differences in the two projective instruments. (The latter interpretation is undoubtedly the safest to make: Edit.)

Hypothesis 27: The Story Completion Affect measures will be positively related to the Sentence Completion Affect measures and negatively related to the Sentence Completion Negative Affect measures of the same behavior area.

In relation to the first part of the hypothesis, only two correlations out of the forty-eight possibilities were significant but only one in the direction proposed. Both correlations occurred in the fourteen-year-old sample. The relation that was in accord with the hypothesis occurred between IPR (Story Seven) and Task Achievement (Sentence Completion). The other relation was negative (-.12) and occurred between the Positive Affect measured in Story One and the Positive Affect expressed in relation to Authority in the Sentence Completion.

Concerning the second part of the hypothesis, the results showed eleven significant relations out of the eighty possibilities, with five in the oppositive direction.

No significant relation occurred simultaneously at both age levels.

In the ten-year-old sample, there were only four significant correlations and all were in opposition to the hypothesis. They occurred between IPR (Story Four) and Anxiety; IPR (Story Seven) and Task Achievement; and Academic Task Achievement (Story One) and Aggression and Anxiety.

At the fourteen-year-old level, six correlations supported the hypothesis and they were found where the measure of Affect expressed in the stories was compared with Negative Affect expressed in the sentence items on the following comparisons: Anxiety (Story Three) and Anxiety; Mother's Authority (Story Ten) and Authority and Anxiety; IPR (Story Four) and Aggression; Authority and IPR; and IPR and IPR. The only significant correlation that did not support the hypothesis occurred between Authority (Story Ten) and Task Achievement.

In both parts of the hypothesis the correlations were low, ranging from -.18 to .14.

The Total Scores of both parts presented the same picture as the specific areas. When the total of Positive Affect expressed in Sentence Completion was compared with the same Coping dimension scored in the Story Completion instrument, only one relation was positive. It occurred in the fourteen-year-old sample, in relation to Academic Task Achievement, but it was negative and so did not support the hypothesis.

When the total of Negative Affect expressed in Sentence was compared with Affect expressed in the Story Completion instrument, only three relations were significant but only one supported the hypothesis. The relation that was in accord with the hypothesis occurred in relation to

IPR (Story Four) at the fourteen-year-old level. The other two significant relations occurred at the ten-year-old level, in relation to IPR (Story Four) and Academic Task Achievement, being both positive correlations.

The Total Affect expressed in Story when compared with Positive Affect expressed in Sentence Completion did not present any significant relationship. However, when compared with the Negative Affect expressed in Sentence there were four significant relations to be considered. In the ten-year-old sample, only one out of five possible relations was significant, but it occurred in opposition to the hypothesis and in relation to Aggression. In the fourteen-year-old sample, the picture was more suitable, as three significant relations supported the hypothesis and they occurred in relation to Authority, Anxiety, and IPR. The final comparison (Total vs. Total on Negative Affect) showed also a significant relation at the fourteen-year-old level that supported the hypothesis.

In a general way it is possible to say that the results did not support the hypothesis. But when the comparisons of Total Negative Affect were considered, at the fourteen-year-old level there was some weak support for the hypothesis.

The results could be explained as absence of consistent emotional behavior of the subjects, especially in the area of Positive Affect. The results more consistent at the fourteen-year-old level in relation to the Negative Affect suggested in this behavior area (Negative Affect) that the subjects appear to develop a consistent behavior earlier than in relation to Positive Affect behavior.

Hypothesis 28: The Story Completion Affect will be positively related to the Sentence Completion Affect measures and negatively related to the Sentence Completion Negative Affect measures of the same behavior area.

In relation to the first part of the hypothesis, only five correlations out of the forty-eight possible relations were significant, but only one in the direction proposed. All the significant correlations occurred in the ten-year-old sample. The only correlation that supported the hypothesis appeared between Academic Task Achievement (Story One) and Positive Affect in relation to IPR (Sentence Completion). The relations that did not support the hypothesis occurred between IPR (Story Four) and Positive Affect expressed in relation to Authority (Sentence Completion);Task Achievement (Story One) and Positive Affect expressed in relation to Authority (Sentence Completion); Nonacademic Task Achievement (Story Six) and Positive Affect on IPR (Sentence Completion); and Anxiety (Story Five)and Task Achievement.

Concerning the second part of the hypothesis, the results showed only three significant correlations: only one supporting the hypothesis.

In the ten-year-old sample, there were two significant correlations, but they were in opposition to the hypothesis and occurred in the following correlations: IPR (Story Seven) and Negative Affect expressed in relation to Authority (Sentence Completion); and Academic Task Achievement (Story One) and Negative Affect expressed in relation to Authority (Sentence Completion).

The unique relation that was in accord with the hypothesis occurred at the fourteen-year-old level between Nonacademic Task Achievement (Story Six) and Negative Affect in relation to Authority (Sentence Completion).

No significant relation occurred simultaneously at both age levels in the two parts of the hypothesis. In both parts the correlations were low, ranging from -.15 to .12.

The Total Scores in both parts presented the same surprising results. In relation to the Total of Positive Affect expressed in the Sentence Completion instrument as compared with the Affect expressed in each story, there were no significant correlations. In the comparison of Total Negative Affect expressed in the Sentence stems and the Affect expressed in each story, one correlation only was significant and it occurred in the fourteen-year-old sample in the expected direction and in relation to Nonacademic Task Achievement.

The Outcome Total Affect expressed in the Story Completion instrument as compared with the Positive Affect expressed in the other projective instrument showed only one positive correlation. The relationship occurred in relation to Positive Affect expressed in the Authority behavior area in the fourteen-year-old group.

The Outcome Total Affect expressed in the Story Completion when compared with the Negative Affect measured in Sentence Completion showed two significant correlations, both in the fourteen-year-old sample, and in the expected direction. They occurred in relation to Authority and to Anxiety.

There was no common emotional response pattern in the two instruments. Possibly, the results can be explained partially as a function of the differences that exist in the two instruments and, partially as an absence of a consistent emotional behavior of the subjects in successive situations.

Hypothesis 29: The Sentence Total measures of Coping Style dimensions will be positively related to the SAI Coping measures and negatively related to the SAI Defensive measures.

When the Sentence Total Coping Styles was compared with Coping and Defensive scored on SAI, there were twelve significant correlations out of the twenty-four possible ones, all supporting the hypothesis. In the ten-year-old sample, three, and at fourteen years, nine, correlations were significant.

In the ten-year-old sample, the significant correlations occurred between Stance on the Sentence and Active Coping scored on the SAI; Total Coping scored on the Sentence and Active Coping (SAI) and Active Defensive (SAI).

In the fourteen-year-old sample, the significant correlations were found between Stance scored on Sentence and Active Coping, Passive Coping, and Active Defensive being the last ones scored on SAI; Engagement scored on the Sentence and Active Coping, Passive Coping, and Active Defensive scored on SAI; and finally between Sentence Total Coping and Active Coping, Passive Coping, and Active Defensive scored on the SAI.

The correlations were low, ranging from -.22 to .16.

In relation to the Passive dimension scored on the SAI, none of the possible correlations was significant.

The hypothesis was adequately supported at the fourteen-year-old level, but at the ten-year-old level it was supported only in some behavior areas.

In a very general way it is possible to consider that the two instruments at teen age appear to measure in a good way the Active and Passive Coping and Active Defensive, but this did not take place at ten years. Another explanation of these results could be a more coherent pattern of response of teen-agers in the dimensions considered, and in this case they presented a more consistent result.

Hypothesis 30: The Story Completion Total measures of Coping Style dimensions will be positively related to the SAI Coping measures and negatively related to the SAI Defensive measures.

Out of the forty possible correlations between the measures of the Coping Style dimension and the measures of SAI, only four were significant, with only one of these at the ten-year-old level.

At the ten-year-old level, the correlation between Total Engagement (Story Completion) and Passive Defensive on the SAI was -.14 and so in the direction proposed by the second part of the hypothesis.

At the fourteen-year-old level, there was a positive correlation between Persistence (Story Completion) and Active Coping; there were negative correlations between Total Initiation (Story Completion) and Active Defensive (SAI) and between Total Implementation and Active Defensive (SAI).

None of the correlations was significant at both age levels. The range of the significant correlations was between -.14 and .11. The strongest negative correlations which supported the second part of the hypothesis were between Engagement and Passive Defensive at the ten-year-old level and Initiation and Active Defensive. The strongest positive correlation which supported the first part of the hypothesis was between Persistence and Active Coping, at the fourteen-year-old level.

Although many of the correlations were not significant, those which were significant supported the hypothesis.

The Total Coping score on the Story Completion, compared with SAI Coping measures, showed one significant correlation at each age level. At the ten-year-old age level it appeared in relation to Passive Defensive and at the fourteen-year-old level in relation to Active Defensive.

The results did not support the hypothesis.

Hypothesis 31: The SAI Coping scores will be positively related with the Story and Sentence Completion Total Positive Affect measures and will be negatively related with the Story and Sentence Completion Negative Affect measures.

Only nine correlations were significant and five occurred at the ten-year-old level and four at teen age, but some relations occurred in opposition to the hypothesis.

One correlation only was significant at both age levels, and it occurred between Negative Affect (Sentence) and Active Coping, and it was in accord with the hypothesis.

At ten years of age, the other significant correlations in accord with the hypothesis were between: Problem Affect (Story) and Passive Defensive (SAI); Affect on Outcome (Story) and Active Defensive (SAI); and Affect on Outcome (Story) and Passive Defensive (SAI).

There was one correlation that did not confirm the hypothesis: Active Defensive (SAI) and Negative Affect (Sentence).

At the fourteen-year-old level, there were two correlations in accord with the hypothesis: one between Affect on Outcome (Story) and Active Coping (SAI), and the other between Positive Affect (Sentence) and Active Defensive (SAI).

The correlation between Negative Affect and Passive Defensive was positive.

The correlations ranked from -.20 to .12.

The hypothesis was supported only in a few specific aspects.

Hypothesis 32: The Occupational Values Intrinsic measures will be positively related with the Sentence and Story Total Coping dimension measures.

The comparisons of Intrinsic Values scored on the instrument designed to measure Occupational Values and the Coping measures on Sentence and Story instruments showed only a few significant relations. Out of the one hundred and forty-four correlations, only ten were significant, three in the ten-year-old sample and seven in the other age sample.

The picture was a little more favorable to the comparisons involving Sentence than Story, where thirty-two correlations were possible and six were significant.

In the ten-year-old group, the only significant relation occurred between Esthetics and Stance (Sentence Completion), but it was negative and so not in accord with the hypothesis.

In the fourteen-year-old group, there were five significant correlations but only two supporting the hypothesis. The two positive relations occurred between Self-Satisfaction and Stance and Engagement (both on Sentence Completion).

The correlations that were in the opposite direction as compared with the hypothesis proposition were those occurring between Esthetics and Stance; Esthetics and Engagement; and Management and Engagement.

Concerning the comparisons made with Story Completion and Intrinsic Values of Occupational Values, only four were significant, all in the expected direction, two at the ten-year-old level and two also at the other age level. At ten years the significant correlations occurred between Altruism and Initiation, and Management and Acceptance of Authority. At the fourteen-year-old age level, the significant correlations appeared between Creativity and Engagement, and between Creativity and Implementation, also.

The significant correlations involving both projective instruments were low, ranging from -.13 to .22.

The comparison of Intrinsic Values with Total Coping on Sentence Completion showed three significant relations, two in the fourteen-year-old sample and one in the ten-year-old sample.

At the ten-year-old level, the significant correlation found between Altruism and Total Coping on Sentence Completion supported the hypothesis.

In the fourteen-year-old group, the correlation between Self-Satisfaction and Total Coping (Sentence Completion) was in accord with the direction proposed in the hypothesis. But the significant relation between Esthetics and Sentence Completion Total Coping was negative and so did not support the hypothesis.

The correlation between Total Intrinsic Values and Total Coping on Sentence was significant at the ten-year-old level but not at the fourteen-year-old level.

Of the fourteen possible correlations between Total Intrinsic Values and Story Total Coping dimension measures, only one was significant and it occurred in relation to Implementation.

As there were only few significant relations and some occurred in opposition to the assertion made by the hypothesis, it must be said that the results did not support the hypothesis, except in some very specific behavior areas.

These results suggest that there is little correspondence between coping behavior and the intrinsic values a person considers important. It is possible that the Intrinsic Values scores were more in accord with our social premises than the Coping Style behavior. This argument is used because these values are very important aspects to be considered when a person is evaluated. The results can also be a result of the limitation of Occupational Values to measure the real intrinsic values of the subjects.

Hypothesis 33: The Occupational Values Intrinsic measures will be positively related with the SAI Coping measures and negatively related with the SAI Defensive measures.

Fifteen of the sixty-four correlations for both age groups among the Occupational Values Intrinsic measures and the SAI Coping and Defensive measures were significantly different from zero to at least the .05 level.

At the ten-year-old level five correlations were significant and at the fourteen-year-old level, ten were significant. From these correlations, all the ones relative to Coping measures (four at the fourteen-year-old level and one at the ten-year-old level) didn't support the hypothesis of positive relationship between Coping and Intrinsic Occupational Values. From the ten remaining ones, relative to Defensive measures, four correlations (two at the ten-year-old level and two at the fourteen-year-old level) did not support the hypothesis of negative relationship between Active and Passive Defensive and Occupational Intrinsic Values. The other six correlations supported the hypothesis.

The six negative correlations which confirmed the second part of the hypothesis were the following: Active Defensive and Altruism (at both age levels), Passive Defensive and Creativity at the ten-year-old level; and Passive Defensive and Independence, Active Defensive and Self-Satisfaction, and Active Defensive and Intellectual Stimulation at the fourteen-year-old level.

The correlations were very low, ranging from -.23 to .19.

Correlating the Total of Intrinsic Values with the SAI scores obtained one significant correlation only: with Active Coping at the fourteen-year-old level, a result which did not support the first part of the hypothesis.

Therefore, we can conclude that the first part of the hypothesis was totally denied and the second part was partially and weakly supported.

Hypothesis 34: The Occupational Values Intrinsic measures will be positively related with the two Story Total Affect measures and the Sentence Total Positive Affect measure and negatively related with the Sentence Total Negative Affect measure.

Among the seventy-two correlations, only ten were significant to at least the .05 level, and some of them were not in the expected direction.

Correlations of Altruism, Independence, Management, Variety, and Total Intrinsic Values with Story Problem Affect, Story Outcome Affect, Sentence Total Positive Affect, and Sentence Total Negative Affect were not significant at both age levels.

At the ten-year-old level, three of the six significant correlations supported the hypothesis: between Intellectual Stimulation and Total Negative Affect; Creativity and Total Negative Affect; and Creativity and Story Problem Affect. The other three didn't support the hypothesis: between Esthetics and Sentence Total Negative Affect;

Self-Satisfaction and Story Outcome Affect; Creativity and Sentence Total Positive Affect.

At the fourteen-year-old level, only four correlations were significant to at least the .05 level. Two of them supported the hypothesis: between Esthetics and Sentence Total Positive Affect; and Self-Satisfaction and Story Problem Affect. The other two correlations were significant not in the expected direction: Esthetics and Sentence Total Negative Affect, and Intellectual Stimulation and Story Outcome Affect.

Therefore, the conclusion is that the hypothesis was not supported except in a few particular cases and with very low correlations.

Hypothesis 35: The Occupational Values Extrinsic measures will be negatively related with the Sentence and Story Total Coping dimension measures.

From the one hundred and forty-four correlations, only twenty were significant to at least the .05 level. One only was significant at both age levels: Economic Returns and Sentence Total Coping and it was in the expected direction.

Correlations among Prestige and Occupational Values Extrinsic measures were not significant at both age levels.

At the ten-year-old level, five correlations were significant, four in the expected direction: Economic Returns and Story Initiation; Economic Returns and Story Coping Effectiveness; Follow Father and Story Stance; and Total Extrinsic and Sentence Total Coping.

Correlations were very weak at this age level and ranged from -.13 to .11. The correlation between Success and Sentence Stance was not in the expected direction (it was positive).

At the fourteen-year-old level, twelve correlations were significant, although only seven in the expected direction: Success and Story Implementation; Economic Returns and Sentence Stance; Economic Returns and Sentence Engagement; Economic Returns and Story Implementation; Economic Returns and Story Persistence; Follow Father and Story Initiation; and Total Extrinsic and Story Implementation. The following correlations didn't support the hypothesis at this age level: Success and Sentence Engagement; Security and Sentence Engagement; Surroundings and Story Initiation; Surroundings and Story Persistence; Surroundings and Coping Effectiveness; and Associates and Story Initiation. Correlations were very low and ranged from -.13 to .16.

So, the hypothesis was only weakly supported at both age levels (more at the fourteen-year-old than at the ten-year-old level).

Hypothesis 36: The Occupational Values Extrinsic measures will be negatively related with the SAI Coping measures and positively related with the SAI Defensive measures.

From the twenty-eight possible correlations among the Occupational Values Extrinsic measures and the SAI Coping measures, three only were significantly different from zero to at least the .05 level. Two of them were positive correlations: between Passive Coping and Security (.13) and between Active Coping and Prestige (.10) at the fourteen-year-old level. One of them was a negative correlation: between Active Coping and Surroundings at the ten-year-old level (-.11).

The Total Extrinsic Values scores were not significant correlated to the SAI Coping measures, except the correlation among the Active Coping measures and the Total Extrinsic results at the fourteen-year-old level; this correlation was significant and positive.

Therefore, the first part of the hypothesis was not supported by the data, except at the ten-year-old level where the correlation between Active Coping and Surroundings was negative, although low.

Ten from the twenty-eight possible correlations among the Occupational Values Extrinsic measures and the SAI Defensive measures were significantly different from zero to at least the .05 level. Seven of those correlations confirmed the second part of the hypothesis: Passive Defensive and Security; Active Defensive and Economic Returns at both age levels; Active Defensive and Prestige; Active Defensive and Follow Father at the fourteen-year-old level; and Active Defensive and Associates at the ten-year-old level. They ranged from .11 to .15, which means that the correlations were very low and the second part of the hypothesis was weakly supported.

There was no correlation among the Total Extrinsic scores and the SAI Defensive measures.

Hypothesis 37: The Occupational Values Extrinsic measures will be negatively related with the two Story Total Affect measures and the Sentence Total Positive Affect measure and positively with the Sentence Total Negative Affect measure.

From the sixty-four correlations, only three were significant to at least the .05 level.

Correlations among Success, Security, Prestige, Surroundings, Associates, Total Extrinsic Values and all the Affect measures in Story and Sentence instruments were not significant at both age levels.

At the ten-year-old level, only two correlations were significant and in the expected direction: Economic Returns and Story Outcome Affect, and Economic Returns and Sentence Positive Affect, although they were very low.

At the fourteen-year-old level, there was only one significant correlation: Follow Father and Sentence Negative Affect, in a direction that didn't support the hypothesis.

Therefore, the hypothesis was not supported at both age levels.

Hypothesis 38: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be positively related with the Sentence and Story Total Coping dimension measures.

From the fifty-four correlations, only seven were significant to at least the .05 level.

Only one of the significant correlations supported the hypothesis: Educational Aspiration and Story Stance at the ten-year-old level, but this correlation was very low (.12). The remaining significant correlations were not in the expected direction and appeared at the ten-year-old level. They were the following: Occupational Aspiration and Sentence Stance; Occupational Aspiration and Sentence Total Coping; Occupational Expectation and Sentence Stance; Educational Aspiration and Sentence Stance; Educational Aspiration and Sentence Engagement; and Education Aspiration and Total Coping Story.

At the fourteen-year-old level, there was no one significant correlation.

Therefore, this hypothesis was not supported at either age level.

Hypothesis 39: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be positively related with SAI Coping measures and negatively related with the SAI Defensive measures.

Nine out of the twenty-four correlations for both age groups were significantly different from zero to at least the .05 level.

For the ten-year-old group, six correlations were significant, but only three in the fourteen-year-old group were significant. All the significant correlations supported the hypothesis, except the one related to Occupational Expectation and Active Defensive in the fourteen-year-old group.

At both age levels, Occupational Expectation scores showed a significant relationship between Active and Passive Defensive.

At the ten-year-old level, these were the significant correlations: between Occupational Aspiration and Active Coping; Occupational Expectation and Active Coping; Occupational Expectation and Active Defensive, Occupational Expectation and Passive Defensive; Educational Aspiration and Active Coping; and Educational Aspiration and Passive Defensive. At the fourteen-year-old level, the significant correlations were: Occupational Aspiration and Passive Defensive; Occupational Expectation and Active Defensive; and Occupational Expectation and Passive Defensive.

All the correlations among the variable measures were low, ranging between -.17 and .20. The strongest relationship occurred at the ten-year-old level between the Educational Aspiration and Active Coping variables.

The hypothesis was better supported at the ten-year-old level than at age fourteen. In the former group, half of the correlations corroborated the hypothesis, while in the last group two correlations only supported and one did not confirm the hypothesis.

Thus, regarding the ten-year-old group, the results indicated that the subjects whose Occupational Expectations and Educational Aspirations were higher showed also a less Defensive and more Active attitude when coping with problems.

Hypothesis 40: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be positively related with the two Story Total Affect measures and the Sentence Total Positive Affect measure, and negatively related with the Sentence Total Negative Affect measure.

From the twenty-four possible correlations, only four were significant to at least the .05 level, two at the ten and two at the fourteen-year-old level.

At the ten-year-old level were significant the following correlations, in a not expected direction: Occupational Aspiration and Sentence Negative Affect (.14), and Educational Aspiration and Sentence Negative Affect (.12).

At the fourteen-year-old level, the following correlations were significant: Occupational Expectation and Sentence Negative Affect (in a not expected direction) and Educational Aspiration and Story Outcome Affect, in the expected direction.

Correlations ranged from .11 to .15. So, the hypothesis was not supported at either age level

Hypothesis 60: There will be a positive relationship among the Parent/Child Interaction items.

From the twelve possible correlations, four were significant at both age levels to at least the .05 level: between Self-Image and Mother; Self-Image and Father; Interaction and Mother; and Interaction and Father.

Correlations ranged from .12 to .61 and were stronger when related to Father items.

The hypothesis was supported, but not completely.

Hypothesis 61: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion instrument and a negative relationship with the Authority Negative Affect measure.

Correlations among Interaction and Father items and all the Authority variable items were not significant to at least the .05 level.

Self-Image and Authority variables were almost not significant. A significant correlation, not in the expected direction, occurred at the ten-year-old level: Self-Image and Authority Positive Affect.

As far as the correlations between the Mother item and the Authority variables were considered, the following significant correlations occurred: Mother and Authority Stance at both age levels and in the expected direction; Mother and Authority Attitude; Mother and Coping Effectiveness Authority; Mother and Authority Negative Affect, all in the expected direction and at the fourteen-year-old level.

Correlations ranged from -.14 to .15. The hypothesis was weakly confirmed and more at the fourteen than at the ten-year-old level.

Hypothesis 62: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion instrument and a negative relationship with the Total Negative Affect measure.

At the ten-year-old level, there were no significant correlations.

Correlations between the Interaction item and Father item and Total Attitude, Coping Style, Coping Effectiveness, Positive Affect, and Negative Affect were not significant.

At the fourteen-year-old level, the following correlations were significant to at least the .05 level: Self-Image and Total Engagement; Mother and Total Attitude; Mother and Total Stance; Mother and Total Coping Effectiveness; and Mother and Total Negative Affect, all in the expected direction.

Correlations ranged from -.10 to .13. So, the hypothesis was not supported by the data, and only weakly supported in a few variables at the fourteen-year-old level.

Hypothesis 63: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and the Story Completion Coping Effectiveness scores for the two Authority stories.

The hypothesis was not supported at either age level. No significant correlation occurred between these variables.

Hypothesis 64: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and the Attitude toward Authority measures of the Story Completion.

The hypothesis was not supported at either age level.

Hypothesis 65: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Coping Style, Coping Effectiveness, and Affect Scale scores of the Story Completion instrument.

From sixty-four possible correlations, only four were significant to at least the .05 level and not in the expected direction.

There were no significant correlations at both age levels.

At the ten-year-old level, there were two significant correlations: Mother and Total Affect Tone 1st; and Mother and Total Persistence of the Story Completion. They were both negative correlations, in the opposite direction.

At the fourteen-year-old level, there occurred two significant correlations: Father and Total Engagement, and Father and Total Affect Tone 2nd.

Correlations among Self-Image and Interaction items and Total Scores of the Story Completion instrument were not significant at either age level.

The hypothesis was not supported by the data.

Hypothesis 66: There will be a positive relationship between the Parent/Child Interaction items from the Sentence Completion and the Active and Passive Coping scores from the Social Attitudes Inventory and a negative relationship with the Active and Passive Defensive scores.

From thirty-two possible correlations, only two were significant to at least the .05 level.

At the ten-year-old level, the only significant correlation was between Mother and Total Active Coping in the expected direction, although very low (.11).

At the fourteen-year-old level, there was only one significant correlation between Self-Image and Total Passive Defensive, in the expected direction although very low (-.13).

So the hypothesis was not supported by the data.

Hypothesis 67: There will be a positive relationship between the Father/Child Interaction item from the Sentence Completion and the Occupational Value: "Follow Father."

This hypothesis was not supported at either age level.

Hypothesis 68: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Intrinsic Occupational Values.

Self-Image and Interaction with Mother items didn't correlate significantly to at least the .05 level with any of the Intrinsic Occupational Values measures.

From the seventy-two possible correlations, only six were significant, of which four were not in the expected direction.

At the ten-year-old level, the following correlations were significant: Interaction with Father and Esthetics; Interaction with Father and Management; Interaction with Father and Intellectual Stimulation; and Interaction with Father and Creativity, the first two negative and the two remaining, positive.

Correlations were very low, ranging from -.11 to .13. The hypothesis was not supported by the data.

Hypothesis 69: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Extrinsic Occupational Values.

Among sixty-four possible correlations only two were significant to at least the .05 level: Self-Image and Surroundings at the ten-year-old level, and Self-Image and Associates at the fourteen-year-old level, both in the expected direction.

The correlations were very low: .11 and .15. The hypothesis was not supported at either age level.

Hypothesis 70: There will be a negative relationship between the Father/Child Interaction item and the Discrepancy Scores for: (a) Father's Occupation/Child's Aspiration and (b) Father's Aspiration for Child/Child's Aspiration.
There will be a negative relationship between the Mother/Child Interaction item and the Discrepancy Score for Mother's Aspiration for Child/Child's Aspiration.

The first half of the hypothesis was not supported by data at either age level.

The second half was partially and weakly confirmed at the ten-year-old level. The correlation between Mother/Child Interaction and Mother's Aspiration for Child/Child's Aspiration discrepancy score was significant and in the expected direction (.14).

Generally speaking, the hypothesis was not supported.

REDICTOR-CRITERION RELATIONSHIPS

Hypothesis 41: There will be a positive relationship between the Aptitude variables and the Achievement variables.

The eight correlations were positive and significantly different from zero to at least the .05 level. There was no difference between the two age levels.

Besides this, both age levels reached the highest correlation of Aptitude with Reading Achievement (.37 and .25, for ten and fourteen-year-old groups, respectively).

Due to the relatively low correlation of Aptitude scores and GPA, and Aptitude and the Total Peer BRS, it can be concluded that Reading

Achievement is better predicted by the Aptitude measure.

This result is apparently unusual because the Aptitude test used in this international research is a nonverbal test. Despite this, its scores correlated better with the scores on the Reading tests for both age levels. What can be said about this result is that the Raven Aptitude Test, although it is not a verbal test, measures, to some extent, intelligence as a general ability which keeps a positive relationship with the verbal ability necessary for a good reading achievement. Actually it is known that verbal ability -- vocabulary, for example -- is a good predictor of the general mental aptitude as was demonstrated in the standardization of the Stanford-Binet Scale.

Hypothesis 42: There will be positive relationships between the Intrinsic Occupational Values and the Criterion measures.

From the sixty-four correlation figures, only eleven were significant, and from these one was negative. Excluding the negative correlation, seven positive correlations were significant for the ten-year-old group and three for the fourteen-year-old group.

For both age levels, only the correlations between GPA and Altruism, and Altruism and Total Peer BRS Summary score were significant.

When we consider each one of the eight scales comprising the Intrinsic Occupational Values score, and when the Total Score is considered, the data of Table Forty-Two more contradicted than confirmed the hypothesis under discussion here.

Actually, from the eleven correlation figures that it contained, five referred to the relationships of Reading Achievement, GPA, and Total Peer BRS respectively with Altruism.

The data seem to suggest that, at least in our culture, the Intrinsic Occupational Values are not related to academic performance. It is possible, also, that the Intrinsic Values scores were"socially desirable" answers, not an accurate reflection of the subjects' actual behavior.

Hypothesis 43: There will be negative relationships between the Extrinsic Occupational Values and the Criterion measures.

For this table it will be possible to find fifty-six correlation figures. However, only nine correlations were significant ones. Out of these, five were negative, that is, in the expected direction, at least at the .05 level.

Considering the correlations that were significant at the ten-year-old level, only four were positive and three of them expressed some negative relationship. The positive ones were between Success and Math; Success and Reading Achievement; Success and GPA; and between Associates and Reading Achievement. The correlation between Economic Returns and Reading Achievement was the only negative one at the ten-year-old level.

The relationship between Follow Father and GPA, and that between Follow Father and Total Peer BRS presented the same negative relationship in both age groups.

In the total there was only one significant but negative correlation between Total and Math Achievement.

As in the case of the Intrinsic Occupational Values, most of the correlational data of Table Forty-Three was contrary to the hypothesis tested.

Hypothesis 44: There will be positive relationships between the status levels of Occupational Aspiration, Occupational Expectation, Educational Aspiration and the Criterion measures.

Some relationships between the variables were found, especially at the ten-year-old level. At this age, the correlations between each of these variables and Math Achievement and with Reading Achievement were significantly positive. No correlation in both age groups was significant when GPA or Total Peer BRS were considered as criterion measures.

The range of significant correlations was from .11 to .20, and for both age levels, the correlations between Educational Aspiration and Math Achievement; Educational Aspiration and Reading Achievement; and Occupational Expectation and Reading were significant.

The hypothesis was weakly supported by the results of the correlational study, especially in regard to the fourteen-year-old group. For the ten-year-old group, Math and Reading Achievement showed some relationship to Occupational Aspiration, Occupational Expectation, and Educational Aspiration. This was true at the fourteen-year-old level only in relation to Educational Aspiration.

Hypothesis 45: There will be negative relationships between the Occupational Interest Discrepancy score and the Criterion measures.

From the thirty-two correlation figures that were included in Table Forty-five, only two were significant, and negative. This implies a total rejection of the hypothesis. Ambition for occupational and educational mobility is not related to actual school achievement, in this

Brazilian sample

Hypothesis 46: There will be a positive relationship between the SAI Active and Passive Coping measures and the Criterion measures, and there will be a negative correlation between the SAI Active and Passive Defensive measures and the Criterion measures.

Six correlations, from the sixteen ones possible, were significant, five for the ten-year-old group and one for the fourteen-year-old group. The significant correlations ranged between -.10 and .16.

For the ten-year-old group, all correlations between each of the four criterion measures and the Passive Coping were significant, but this was not the case for the fourteen-year-old level. GPA and Total Peer BRS, more than Math Achievement and Reading Achievement, were related to the Passive Coping at the ten-year-old level.

From the sixteen correlations of the second half of Table Forty-Six, nine were significant and negative, supporting, therefore, the above stated hypothesis. From those nine correlations, five concerned the ten-year-old group and from these five correlations, four expressed the relationship between each one of the criterion measures and the Active Defensive measures.

In the fourteen-year-old group, three correlations showed a negative relationship between the Active Defensive measures and the criterion measures, except for Math Achievement.

As in the case of the preceding analysis of Table Forty-Six (first half), the ten-year-old level results in one dimension of the variable (Active Defensive) were consistently and negatively related to each one of the criterion variables. So, at ten years, this dimension predicts, in the same way, any one of the criterion variables.

Hypothesis 47: There will be a positive relationship between the Criterion measures and the Sentence Completion Coping Style variables in the different areas of behavior.

Among the forty-eight possible correlations, only seven were significant to at least the .05 level, all very low and in the expected direction

There were no significant relationships between the criterion measures and Stance in the areas of Aggression and Anxiety.

At the ten-year-old level, there were the following positive correlations: GPA and Stance in Task Achievement; GPA and Total Stance; and Peer BRS and Total Stance.

At the fourteen-year-old level, the following correlations were significant and positive: Reading Achievement and Stance in the Authority area, and Reading Achievement and Stance in the Interpersonal Relations area.

The correlation between Peer BRS and Stance in the Authority area was significant at both age levels.

Correlations were very low, ranging from .10 to .17. So, the hypothesis was supported only very weakly, in some behavior areas.

Hypothesis 48: There will be a positive relationship between the Criterion measures and the Sentence Completion Coping Style variables in the different areas of behavior.

There were no significant correlations between the criterion measures and Engagement in the different areas of behavior in Sentence Completion at the ten-year-old level; but there was one (GPA and Total Engagement) at the fourteen-year-old level but not in the expected direction.

Therefore, the hypothesis was not supported at either age level.

Hypothesis 49: There will be a positive relationship between the Criterion measures and the Sentence Completion Coping Effectiveness scores in the different areas of behavior.

Among the forty-eight possible correlations, there were twelve significant ones in the expected direction.

There were no significant correlations between the criterion measures and Coping in the area of Aggression.

At both age levels the following correlations were significant: Peer BRS and Coping in the Interpersonal Relations area; Peer BRS and Coping in the Task Achievement area; and Peer BRS and Total Coping.

At the ten-year-old level there were a few additional significant correlations between: Reading Achievement and Coping in the Anxiety area; GPA and Coping in the Task Achievement area; and GPA and Total Coping.

At the fourteen-year-old level there were only three positive correlations: Reading Achievement and Coping in the area of Authority; Reading Achievement and Coping in the area of Interpersonal Relations; and Reading Achievement and Total Coping.

Correlations were very low, ranging from .10 to .14. Therefore, the hypothesis was weakly supported at both age levels.

Hypothesis 50: There will be a positive relationship between the Sentence Completion Attitude measures and the Criterion measures.

Among the thirty-two possible correlations, only six were significant to at least the .05 level.

There were no correlations significant at both age levels.

At the ten-year-old level, the following four correlations were significant: Reading Achievement and Attitude toward Authority; GPA and Attitude toward Authority; Peer BRS and Attitude toward Authority; and Total Peer BRS and Total Attitude, all in the expected direction.

At the fourteen-year-old level, the following two correlations were significant: Reading Achievement and Attitude toward Interpersonal Relations (not in the expected direction), and Peer BRS and Attitude toward Task Achievement, in the expected direction.

Therefore, the hypothesis was not supported by the data in general and only weakly at the ten-year-old level, in some specific areas (mainly Attitude toward Authority with the criterion measures).

Hypothesis 51: There will be a positive relationship between the Sentence Completion Positive Affect variables and the Criterion measures.
There will be a negative relationship between the Sentence Completion Negative Affect variables and the Criterion measures.

For the first half of the hypothesis, among the thirty-two possible correlations, only three were significant: Reading Achievement and Positive Affect in the Interpersonal Relations area at the ten-year-old level and not in the expected direction. So at this age level the first half of the hypothesis was totally not supported. At the fourteen-year-old level, the following correlations were positive: GPA and Positive Affect in the Task Achievement area, and GPA and Total Positive Affect.

Correlations were very low, ranging from -.15 to .13.

The second half of the hypothesis was more strongly supported than the first half.

Among the forty correlations, seven were significant to at least the .05 level and in the expected direction (negative).

At the ten-year-old level, the following correlations supported the hypothesis: Math Achievement and Negative Affect in the Task Achievement area, and GPA and Negative Affect in the Task Achievement area.

At the fourteen-year-old level, the following correlations supported the hypothesis: Math Achievement and Negative Affect toward Authority; Reading Achievement and Negative Affect toward Authority; Total Peer BRS and Negative Affect toward Task Achievement; Math Achievement and Total Negative Affect; and Reading Achievement and Total Negative Affect.

Correlations were very low, ranging from -.13 to -.10. Therefore, the hypothesis was not supported in its first half, and weakly supported in its second half.

Hypothesis 52: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimensions of Engagement.

The comparisons between Story Completion Coping Style dimensions and the criterion measures (Achievement and BRS) made possible sixty-four correlations. Actually, sixteen were significantly different from zero to at least the .05 level. From these correlations, twelve occurred at the ten-year-old level and four at the fourteen-year-old level.

At ten years of age, all the significant correlations were in the direction expressed by the hypothesis and occurred in relation to the following comparisons: Aggression (Story Eight) and GPA; Anxiety (Story Five) and Math Achievement; Mother's Authority and GPA; IPR (Story Four) and Math Achievement; IPR (Story Seven) and Math Achievement; Academic Task Achievement (Story One) and Math Achievement; Reading, GPA, and Total Peer BRS; Total Engagement on Story Completion and Math Achievement; and Reading Achievement and GPA.

At fourteen, two correlations were negative, contradicting the hypothesis therefore. They occurred when IPR (Story Four) was compared with GPA and Total Peer BRS. Two other correlations were positive at this age level, and they involved the relations between IPR (Story Seven) and GPA and Total Peer BRS.

The magnitude of the correlations was low, ranging from -.11 to .21.

The results in a general way did not support the hypothesis except in some specific behavior areas. The most consistent result appeared in relation to the Math Achievement measure, but only at the ten-year-old level. The results of the fourteen-year-old sample showed that the hypothesis was not supported by the data for this age.

These results could be explained in terms of the possibility that the subjects on the Story Completion instrument presented more responses in accord with social expectations and in accord with what they think other persons would like them to do, than in accord with what they actually do or would like to do. As the teen-agers know these premises better, their results might be more in opposition to the hypothesis than the more honest responses of the younger children to the projective instrument.

Hypothesis 53: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimension of Initiation.

Only ten correlations were significant among the sixty-four possible correlations, all at the ten-year-old level and all in the expected direction.

The positive correlations involving Initiation in the various behavior areas and the four criterion measures were: Aggression (Story Eight) and Math Achievement; Reading Achievement and GPA; Mother's Authority (Story Ten) and Reading Achievement and GPA; IPR (Story Four) and Math Achievement; Academic Task Achievement (Story One) and Math Achievement and Total Peer BRS; Nonacademic Task Achievement (Story Six) and Reading Achievement; and Total Initiation and Math Achievement

The correlations were all of a very low magnitude, ranging from .10 to .14.

In view of these results it can be said that, practically, the hypothesis was not supported by the data except in relation to some specific areas in the ten-year-old sample.

To explain these results it could be remembered that Initiation is a Coping dimension that is not very much stimulated in some Brazilian schools or in other areas of life.

Hypothesis 54: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimension of Implementation.

From the fifty-six calculated correlations, only eleven were significant, all in accord with the hypothesis. There was only one case in which the positive correlations were significant at both age levels and it occurred in the comparison of Anxiety with Reading Achievement.

At the ten-year-old level, the following correlations were positive and significant: between Aggression (Story Eight) and Math Achievement and GPA; between Anxiety (Story Five) and Math and Reading Achievement; between Mother's Authority (Story Ten) and Reading Achievement, GPA, and Total Peer BRS; between IPR (Story Four) and Math Achievement; and between Total Implementation and Reading Achievement.

At the fourteen-year-old level, the only other significant relationship was between the Implementation score on Story Eight (Aggression) and Total Peer BRS. The correlations ranged from .11 to .18.

Generally speaking, taking into account the two age levels, it can be said that the various dimensions of the Implementation variables do not predict the criterion variables. This is especially true for the fourteen-year-old level. There were some exceptions in some specific behavior areas. These results appear to be related with the fact that the kind of response expressed in the projective instrument possibly is more in accord with the social premises than in accord with the actual behavior of the subjects.

Hypothesis 55: There will be positive relationships between the Criterion measures and the Story Completion Coping Style dimension of Persistence.

Only ten significant correlations were found when the Persistence Coping dimension scored on Story Completion was compared with the criterion measures, but all were in the expected direction.

At the ten-year-old level, six and at the fourteen-year-old level, four correlations were significant at the .05 level.

Only one correlation was significant at both age levels and it occurred between IPR and Total Peer BRS.

The other significant correlations that occurred at the ten-year-old level were between: Aggression (Story Eight) and GPA and Mother's Authority (Story Ten); IPR (Story Four) and Reading Achievement; Academic Task Achievement (Story One) and Reading Achievement; Nonacademic Task Achievement and Reading Achievement; and Total Persistence and Reading Achievement.

The other significant correlations in the fourteen-year-old sample were those between IPR (Story Four) and Math Achievement and also between IPR (Story Seven) and Total Peer BRS.

All the significant correlations were low, ranging from .10 to .17.

In conclusion, it can be said that the hypothesis was partially confirmed, in some specific behavior areas,

The result just presented could be explained again as a consequence of the responses of the subjects on the Story Completion instrument being more in accord with the social expectancy than in accord with their actual behavior.

Hypothesis 56: There will be a positive relationship between the Criterion measures and Coping Effectiveness Story Completion Coping Style dimensions.

When Coping Effectiveness on Story Completion was compared with the criterion measures, only fourteen correlations were significantly different from zero, at least at the .05 level. At the ten-year-old level, thirteen correlations were significant and at the fourteen-year-old level, only one.

No one correlation was significant at both age levels.

At ten, the results concerning Aggression (Story Eight) were very consistent, showing a positive correlation with all four criterion measures. Other positive and significant correlations occurred between Anxiety (Story Five) and Math and Reading Achievement measures. At this same age level, Authority (Story Ten) was correlated significantly with GPA and Total Peer BRS. Another significant correlation at the same age was found between Academic Task Achievement and Reading Achievement. Still another very consistent result was obtained for the Total Coping Effectiveness score which was positively related with the four criterion measures.

At fourteen, on the contrary, there was only one significant correlation and it occurred in opposition to the hypothesis statement. This negative correlation occurred between Anxiety and GPA.

What can be concluded from the correlational data comparisons of Coping Effectiveness scored on Story with the criterion measures is that, in general, the hypothesis was supported only at the ten-year-old level and the same can be said of the Aggression behavior area in this same age group. In the other behavior areas, there were only a few results that supported the hypothesis in some specific aspects.

In other words, it can be said that the criterion measures are related to Coping Effectiveness, but only at the ten-year-old level.

In part these results could be interpreted as a result of a more precise relationship between this coping dimension and the criterion measures. The results, more in accord with the hypothesis at the ten-year-old level, could be partially a result of the fact that this age group's responses on the Story Completion instrument are more in accord with what they actually do, than is true of the teen-agers. The instrument's usefulness, when treated psychometrically, does not hold up by the age of fourteen.

Hypothesis 57: There will be a positive relationship between the Criterion measures and the Problem Affect Story Completion dimension.

Sixty-four correlations would be possible in Table Fifty-Seven, but only one was significant and it referred to the fourteen-year-old group. This correlation was negative and between Math Achievement and Academic Task Achievement (-.13).

In view of these results, the hypothesis was not supported.

Hypothesis 58: There will be a positive relationship between the Criterion measures and the Outcome Affect dimension.

In this table, eight correlations were significant and six of them were positive, that is, supported the hypothesis.

Four relations appeared at the ten-year-old level and four other relations appeared at the fourteen-year-old level.

The relations found at the ten-year-old level were all positive and so in accord with the hypothesis. They occurred between Aggression (Story Eight) and Reading Achievement; between IPR (Story Seven) and Total Peer BRS; between Total Outcome Affect and Reading Achievement and Total Peer BRS.

Only two of the significant correlations found at the fourteen-year-old level were positive and so supported the hypothesis. They occurred between: Aggression (Story Eight) and Total Peer BRS, and between Mother's Authority and Total Peer BRS. The other two that were negative occurred between IPR (Story Seven) and Math Achievement and Total Peer BRS.

The range of the correlations was from -.17 to .18.

The results just presented did not confirm a possibility of the Outcome Affect measures to be used as a predictor of the performance criteria, except in some very specific behavior areas. It appears that the affective responses of the subjects on Story Completion are not much related to the criterion measures.

Hypothesis 71: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion instrument and the Aptitude and Achievement measures.

From the thirty-two possible correlations, only three were significant and in the expected direction to at least the .05 level.

At the ten-year-old level, there wasn't any significant correlation.

At the fourteen-year-old level, there were the following significant correlations: Self-Image and Math Achievement; Self-Image and GPA; and

Interaction with Father and Math Achievement, all in the expected direction and very low (.11 to .15).

So the hypothesis was not supported, in general, and was weakly and partially supported at the fourteen-year-old level.

Hypothesis 72: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and both the Peer BRS Authority item and the Peer BRS Summary score.

The hypothesis was not supported at any age level. There were no significant correlations among the variables mentioned in the hypothesis.

Hypothesis 73: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and both the Self-Rating Authority score and the Summary Score.

The hypothesis was not supported at either age level. There was no significant correlation to at least the .05 level among variables mentioned in the hypothesis.

FIGURE 3
BRAZIL TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 1: There will be positive relationships among the achievement criterion measures.

INSTRUMENTS: Math-Reading-Grade Point Average
VARIABLES: Same

	2 MATH		3 READING		4 G.P.A.	
	10	14	10	14	10	14
2 MATH			.25	.33	.38	.21
3 READING	.25	.33			.36	.28
4 GRADE POINT AVERAGE	.38	.21	.36	.28		

HYPOTHESIS 2: There will be positive relationships among the achievement and the Peer BRS criterion measures.

INSTRUMENTS: Math-Reading-Grade Point Average Peer BRS
VARIABLES: Same

	5 BRS 1 TA - A		6 BRS 2 TA - NA		7 BRS 3 AUTHORITY		8 BRS 4 IPR		9 BRS 5 ANXIETY		10 BRS 6 AGGRESSION		11 BRS 7 AGGRESSION		12 BRS 1 - 4 TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	.32	.18	.29	.19	.26	.12	.25	.13	.24	.11	.33	.15	.28	.13	.29	.17
3 READING	.37	.38	.30	.26	.32	.33	.30		.25	.19	.34	.33	.28	.26	.35	.36
4 GRADE POINT AVERAGE	.61	.69	.56	.52	.53	.57	.53	.57	.44	.24	.60	.65	.51	.49	.60	.65

HYPOTHESIS 3: There will be positive relationships among the intrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Intrinsic Values

	21 OCC. VAL. ALTRUISM		22 OCC. VAL. ESTHEITCS		23 OCC. VAL. INDEPEN.		24 OCC. VAL. MANAGEMENT		26 OCC. VAL. SELF-SATIS		27 OCC. VAL. INTEL.STIM		28 OCC. VAL. CREATIVITY		34 OCC. VAL. VARIETY	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
21 ALTRUISM			-.30	-.24	-.11	-.17	.18	-.17	.22	.34		.18	-.25	-.14	-.10	
22 ESTHETICS	-.30	-.24					-.11		-.21	-.30	-.22	-.25	-.13		-.12	-.21
23 INDEPENDENCE	-.11	-.17					-.12		-.10	-.17		-.12				
24 MANAGEMENT	.18	-.17	-.11		-.12					-.28	-.23	-.22	-.18		-.13	
26 SELF-SATISFACTION	.22	.34	-.21	-.30	-.10	-.17		-.28				.18	-.17	-.21		
27 INTELLECTUAL STIMULATION		.18	-.22	-.25		-.12	-.23	-.22		.18			.33	.21	.38	.39
28 CREATIVITY	-.25	-.14	-.13				-.18		-.17	-.21	.33	.21			.24	.22
34 VARIETY	-.10		-.12	-.21			-.13				.38	.39	.24	.22		
36 INTRINSIC TOTAL	.22	.29	.16	.15	.26	.15	.17	.10	.18	.17	.39	.49	.35	.46	.43	.40

HYPOTHESIS 4: There will be positive relationships among the extrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Extrinsic Values

	25 OCC. VAL. SUCCESS		29 OCC. VAL. SECURITY		30 OCC. VAL. PRESTIGE		31 OCC. VAL. ECON.RET.		32 OCC. VAL. SURROUND.		33 OCC. VAL. ASSOCIATES		35 OCC. VAL. FOL.FATHER	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14
25 SUCCESS			-.12					.21	-.13		-.16	-.21		-.15
29 SECURITY	-.12				-.26	-.20			.16	.14				
30 PRESTIGE			-.26	-.20			.36	.25	-.35	-.36	-.22	-.11	-.14	-.17
31 ECONOMIC RETURNS		.21			.36	.25			-.26	-.23	-.20	-.14		
32 SURROUNDINGS	-.13		.16	.14	-.35	-.36	-.26	-.23			.11	.22		
33 ASSOCIATES	-.16	-.21			-.22	-.11	-.20	-.14	.11	.22			-.15	-.21
35 FOLLOW FATHER		-.15			-.14	-.17					-.15	-.21		
37 EXTRINSIC TOTAL	.25	.30	.32	.39	.28	.29	.45	.50		.19	.16	.19	.38	.28

FIGURE 3
BRAZIL TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 5: There will be negative relationships among the intrinsic and extrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Intrinsic and Extrinsic Values

	21 OCC. VAL. ALTRUISM		22 OCC. VAL. ESTHETICS		23 OCC. VAL. INDEPEN.		24 OCC. VAL. MANAGEMENT		26 OCC. VAL. SELF-SATIS		27 OCC. VAL. INTEL.STIM		28 OCC. VAL. CREATIVITY		34 OCC. VAL. VARIETY		36 INTRINSIC TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
25 SUCCESS			-.22	-.19										-.12		-.11	-.25	-.30
29 SECURITY			-.12	-.19		-.20			.14	.21	-.18	-.17	-.34	-.26	-.19	-.19	-.32	-.39
30 PRESTIGE	-.40	-.41	.29	.38			-.21		-.33	-.39	-.12	-.26				-.13	-.28	-.29
31 ECONOMIC RETURNS	-.31	-.39			-.11			.24	-.22	-.30	-.19	-.37		-.14	-.18	-.22	-.46	-.50
32 SURROUNDINGS	.24	.27	-.23	-.27		-.13		-.13	.26	.25			-.20	-.27				-.19
33 ASSOCIATES	.12							-.19			-.12		-.22	-.23	-.16		-.15	-.19
35 FOLLOW FATHER			-.14	-.20	-.16		-.10					-.14			-.15		-.38	-.28
37 EXTRINSIC TOTAL	-.22	-.29	-.16	-.15	-.25	-.15	-.18	-.10	-.18	-.17	-.39	-.49	-.35	-.46	-.43	-.40	.42	-1.0

HYPOTHESIS 6: There will be positive relationships among the status levels of occupational aspiration, occupational expectation, and educational aspiration measures.

INSTRUMENTS: Occupational Interests
VARIABLES: Occupational Aspiration, Occupational Expectation, & Educational Aspiration

	38* OCC. ASPIRATION		39* OCC. EXPECT.		109* ED. ASPIRATION	
	10	14	10	14	10	14
38 OCCUPATIONAL ASPIRATION			.76	.79	.52	.50
39 OCCUPATIONAL EXPECTATION	.76	.79			.43	.45
109 EDUCATIONAL ASPIRATION	.52	.50	.43	.45		

*Remember that these Variables are reversed. Thus, any correlations involving these Variables if positive, are actually negative correlations and if negative are actually positive correlations.

HYPOTHESIS 7: There will be positive relationships among the Occupational Interests discrepancy measures.

INSTRUMENTS: Occupational Interests
VARIABLES: Discrepancy Measures

	40 OCC.INT. EXP./ASP.		41 OCC.INT. F.OCC/ASP.		42 OCC.INT. F.ASP/ASP.		43 OCC.INT. M.ASP/ASP.	
	10	14	10	14	10	14	10	14
40 EXPECTATION/ ASPIRATION			.26	.27	.46	.45	.41	.41
41 FATHER OCC. ASPIRATION	.26	.27			.34	.30	.31	.31
42 FATHER ASP./ ASPIRATION	.46	.45	.34	.30			.66	.69
43 MOTHER ASP./ ASPIRATION	.41	.41	.31	.31	.66	.69		

HYPOTHESIS 8: There will be: (1) a positive relationship between the SAI active and passive coping measures, (2) a positive relationship between the SAI active and Passive defensive measures, and (3) a negative relationship among the SAI coping and defensive measures.

INSTRUMENTS: Social Attitudes Inventory
VARIABLES: Active and Passive Coping and Defensive Measures

	44 SAI ACT. COP.		45 SAI PASS. COP.		46 SAI ACT. DEFEN		47 SAI PASS.DEFEN	
	10	14	10	14	10	14	10	14
44 ACTIVE COPING			.44	.33			.20	
45 PASSIVE COPING	.44	.33					.20	.28
46 ACTIVE DEFENSIVE							.18	.24
47 PASSIVE DEFENSIVE	.20		.20	.28	.18	.24		

HYPOTHESIS 9: There will be positive relationships among the measures of the same Sentence Completion coping style variables across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Stance

	48 STANCE AGGRESSION		54 STANCE AUTHORITY		60 STANCE ANXIETY		66 STANCE IPR		73 STANCE TASK ACH.	
	10	14	10	14	10	14	10	14	10	14
48 AGGRESSION			.15	.32		.14				.13
54 AUTHORITY	.15	.32				.12		.14		.26
60 ANXIETY		.14		.12					.15	.17
66 INTERPERSONAL RELATIONS				.14						
73 TASK ACHIEVEMENT		.13		.26	.15	.17				
80 STANCE TOTAL	.34	.46	.52	.70	.49	.49	.34	.39	.66	.69

FIGURE 3
BRAZIL TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 10: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Engagement

		49		55		61		67		74	
		ENGAGEMENT		ENGAGEMENT		ENGAGEMENT		ENGAGEMENT		ENGAGEMENT	
		AGGRESSION		AUTHORITY		ANXIETY		IPR		TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
49	AGGRESSION										
55	AUTHORITY										.10
61	ANXIETY									.17	.12
67	INTERPERSONAL RELATIONS										
74	TASK ACHIEVEMENT				.10	.17	.12				
81	ENGAGEMENT TOTAL	.17	.17	.50	.52	.45	.43	.35	.41	.63	.70

HYPOTHESIS 11: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Coping Effectiveness

		50		56		62		68		75	
		COP. EFF.		COP. EFF.		COP. EFF.		COP. EFF.		COP. EFF.	
		AGGRESSION		AUTHORITY		ANXIETY		IPR		TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
50	AGGRESSION			.21	.30	.13	.25	.14	.13		.16
56	AUTHORITY	.21	.30			.18	.20	.22	.27		.21
62	ANXIETY	.13	.25	.18	.20				.17	.15	.17
68	INTERPERSONAL RELATIONS	.14	.13	.22	.27		.17				.24
75	TASK ACHIEVEMENT		.16		.21	.15	.17		.24		
82	COPING EFF. TOTAL	.43	.52	.67	.72	.50	.53	.53	.60	.57	.63

HYPOTHESIS 12: There will be positive relationships among the Sentence Completion attitude measures across behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Attitude Measures

		53		65		72	
		ATTITUDE		ATTITUDE		ATTITUDE	
		AUTHORITY		IPR		TASK ACH.	
		10	14	10	14	10	14
53	AUTHORITY			.18	.38		.30
65	INTERPERSONAL RELATIONS	.18	.38				.24
72	TASK ACHIEVEMENT		.30		.24		
79	ATTITUDE TOTAL	.66	.77	.72	.79	.49	.62

HYPOTHESIS 13: There will be positive relationships among measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Negative Affect

		51		57		69		76	
		NEG. AFF.		NEG. AFF.		NEG. AFF.		NEG. AFF.	
		AGGRESSION		AUTHORITY		IPR		TASK ACH.	
		10	14	10	14	10	14	10	14
51	AGGRESSION			.24	.30	.17	.12		
57	AUTHORITY	.24	.30			.27	.30	.14	.13
69	INTERPERSONAL RELATIONS	.17	.12	.27	.30			.16	.23
76	TASK ACHIEVEMENT			.14	.13	.16	.23		
83	NEG. AFFECT TOTALS	.47	.50	.75	.76	.63	.68	.46	.44

HYPOTHESIS 14: There will be positive relationships among measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Positive Affect

		59		71		78	
		POS. AFF.		POS. AFF.		POS. AFF.	
		AUTHORITY		IPR		TASK ACH.	
		10	14	10	14	10	14
59	AUTHORITY						
71	INTERPERSONAL RELATIONS						
78	TASK ACHIEVEMENT						
100	POS. AFF. TOTAL	.54	.55	.63	.40	.63	.77

FIGURE 3
BRAZIL TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 15: There will be a positive relationship between the total attitude measure and the total positive affect measure. There will be negative relationships between the total attitude measures and the total negative affect measure.

INSTRUMENTS: Sentence Completion
VARIABLES: Total Attitude and Affect Measures

		83		100		79	
		NEG. AFF. TOTAL		POS. AFF. TOTAL		ATTITUDE TOTAL	
		10	14	10	14	10	14
83	NEGATIVE AFF. TOTAL					-.12	-.21
100	POSITIVE AFF. TOTAL					.12	.11
79	ATTITUDE TOTAL	-.12	-.21	.12	.11		

HYPOTHESIS 16: There will be positive relationships among the total amount of positive affect and the total attitude measure with coping score totals. There will be negative relationships among the total amount of negative affect expressed and the total attitude mean with the coping score totals.

INSTRUMENTS: Sentence Completion
VARIABLES: Affect & Attitude by Coping Totals

		100		83		79	
		POSITIVE TOTAL		NEGATIVE TOTAL		ATTITUDE TOTAL	
		10	14	10	14	10	14
80	TOTAL STANCE			-.47	-.63	.17	.33
81	ENGAGEMENT			-.31	-.36		.32
82	COPING			-.81	-.83	.21	.38

HYPOTHESIS 17: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Engagement

		148		154		137		138		125		126		111		119	
		Story 8 AGGRESSION		Story 5 ANXIETY		Story 2 AUTHORITY		Story 10 AUTHORITY		Story 4 IPR		Story 7 IPR		Story 1 A - TA		Story 6 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
148	AGGRESSION					.10		.24	.16	.11		.15	.22	.12			
154	ANXIETY							.17					.11			.18	
137	AUTHORITY	.10							.13	.11		.15	.20				
138	AUTHORITY	.24	.16	.17			.13			.17		.20	.17			.12	
125	INTERPERSONAL RELATIONS	.11				.11		.17				.10		.14		.18	
126	INTERPERSONAL RELATIONS	.15	.22		.11	.15	.20	.20	.17	.10						.19	
111	ACADEMIC TASK ACH.	.12								.14							
119	NONACADEMIC TASK ACH.			.18				.12		.18		.19					
90	ENGAGEMENT TOTAL	.42	.50	.44	.42	.46	.39	.51	.49	.39	.32	.45	.46	.39	.41	.41	.20

HYPOTHESIS 18: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Initiation

		149		155		139		140		127		128		112		120	
		Story 8 AGGRESSION		Story 5 ANXIETY		Story 2 AUTHORITY		Story 10 AUTHORITY		Story 4 IPR		Story 7 IPR		Story 1 A - TA		Story 6 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
149	AGGRESSION					.13		.16		.11		.13	.20				
155	ANXIETY													.11			
139	AUTHORITY	.13								.10		.14	.10				
140	AUTHORITY	.16								.12		.18		.13			
127	INTERPERSONAL RELATIONS	.11				.10		.12				.12		.10		.19	
128	INTERPERSONAL RELATIONS	.13	.20			.14	.10	.18		.12				.13		.18	
112	ACADEMIC TASK ACH.			.11				.13		.10		.13				.22	
120	NONACADEMIC TASK ACH.									.19		.18		.22			
91	INITIATION TOTAL	.47	.52	.26	.21	.52	.43	.42	.19	.39	.35	.53	.49	.33	.19	.41	.29

FIGURE 3
BRAZIL TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 19: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Implementation

		150		156		141		129		130		113		121	
		Story 8		Story 5		Story 10		Story 4		Story 7		Story 1		Story 6	
		AGGRESSION		ANXIETY		AUTHORITY		IPR		IPR		A - TA		NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
150	AGGRESSION				.13	.21		.12		.15	.23				
156	ANXIETY		.13											.12	
141	AUTHORITY	.21						.15		.20		.13			
129	INTERPERSONAL RELATIONS	.12				.15				.13				.13	
130	INTERPERSONAL RELATIONS	.15	.23			.20		.13							
113	ACADEMIC TASK ACH.					.13									
121	NONACADEMIC TASK ACH.			.12				.13							
92	IMPLEMENTATION TOTAL	.42	.55	.39	.38	.51	.40	.34	.27	.49	.50	.39	.35	.39	.32

HYPOTHESIS 20: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Persistence

		153		159		146		135		136		116		117		124	
		Story 8		Story 5		Story 10		Story 4		Story 7		Story 1		Story 1		Story 6	
		AGGRESSION		ANXIETY		AUTHORITY		IPR		IPR		A - TA		A - TA		NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
153	AGGRESSION				.12	.11				.14	.15						
159	ANXIETY		.12									.12		.12			
146	AUTHORITY	.11								.12							
135	INTERPERSONAL RELATIONS															.19	
136	INTERPERSONAL RELATIONS	.14	.15			.12						.10				.14	
116	ACADEMIC TASK ACH.			.12						.10				.79	.81	.12	
117	ACADEMIC TASK ACH.			.12								.79	.81				
124	NONACADEMIC TASK ACH.							.19		.14		.12					
95	PERSISTENCE TOTAL	.29	.42	.47	.40	.26	.38	.24		.45	.43	.58	.51	.44	.42	.41	.35

HYPOTHESIS 21: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Coping Effectiveness

		107		104		102		108		103		106		101		105	
		Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6	
		AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
107	AGGRESSION				.14	.14		.30	.19			.19	.25		.11		
104	ANXIETY		.14					.14	.12				.13			.15	
102	AUTHORITY	.14							.11	.10		.16	.15	.10			
108	AUTHORITY	.30	.19	.14	.12		.11					.25	.15		.16	.13	
103	INTERPERSONAL RELATIONS					.10							.10		.10		
106	INTERPERSONAL RELATIONS	.19	.25		.13	.16	.15	.25	.15		.10				.16	.17	
101	ACADEMIC TASK ACH.		.11			.10			.16		.10		.16				
105	NONACADEMIC TASK ACH.			.15				.13				.17					
96	COPING EFF. TOTAL	.53	.56	.42	.39	.41	.34	.57	.53	.26	.33	.54	.53	.40	.50	.34	.26

FIGURE 3
BRAZIL TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 22: There will be positive relationships among the measures of the same Story Completion affect dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Problem Affect

	151		157		142		143		131		132		114		122	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
151 AGGRESSION			.11													
157 ANXIETY	.11							.14				.17	.15			
142 AUTHORITY								-.15				.17				
143 AUTHORITY				.14		-.15									.17	
131 INTERPERSONAL RELATIONS												.14				
132 INTERPERSONAL RELATIONS				.17		.17				.14						
114 ACADEMIC TASK ACH.			.15													
122 NONACADEMIC TASK ACH.							.17									
93 PROBLEM AFF. TOTAL	.36	.25	.54	.43	.29	.49	.24	.23	.27	.45	.44	.46	.23	.21	.44	.40

HYPOTHESIS 23: There will be positive relationships among the measures of the same Story Completion affect dimension across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Outcome Affect

	152		158		144		145		133		134		115		123	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
152 AGGRESSION							.17								.11	
158 ANXIETY																
144 AUTHORITY							.11			.10						
145 AUTHORITY	.17				.11										-.13	
133 INTERPERSONAL RELATIONS						.10					.11		.21			
134 INTERPERSONAL RELATIONS									.11				-.11			.11
115 ACADEMIC TASK ACH.									.21		-.11					.11
123 NONACADEMIC TASK ACH.	.11						-.13					.11		.11		
94 OUTCOME AFF. TOTAL	.36	.28	.14	.29	.44	.34	.17	.20	.43	.49	.39	.37	.23	.33	.43	.53

HYPOTHESIS 24: There will be positive relationships among the Story Completion total affect measure and the total coping style measures.

INSTRUMENTS: Story Completion
VARIABLES: Affect Measures by Coping Style Measures

	90		91		92		95		96	
	ENGAGEMENT TOTAL		INITIATION TOTAL		IMPLEMENT. TOTAL		PERSIST. TOTAL		COPING EFF. TOTAL	
	10	14	10	14	10	14	10	14	10	14
93 PROBLEM AFF.	.53	.46	.40	.37	.40	.30	.41	.11	.54	.46
94 OUTCOME AFF.	.46	.38	.44	.37	.38	.32	.38	.23	.56	.51

HYPOTHESIS 25: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Engagement by Engagement

	148		154		137		138		125		126		111		119		90	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		ENGAGEMENT	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
49 AGGRESSION	.11	.11							.11									
55 AUTHORITY			.11					.10										
61 ANXIETY			.12					.15										.11
67 INTERPERSONAL RELATIONS											.11							
74 TASK ACHIEVEMENT																		
81 ENGAGEMENT TOTAL			.13					.18									.12	.11

FIGURE 3

BRAZIL TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 26: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion

VARIABLES: Coping Effectiveness by Coping Effectiveness

	107		104		102		108		103		106		101		105		96	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		COPING EFF	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
50 AGGRESSION		.11		.12					-.10									
56 AUTHORITY								.10										
62 ANXIETY			.11	.10														.10
68 INTERPERSONAL RELATIONS	.10		-.14					.13										.11
75 TASK ACHIEVEMENT			.14															
82 COPING EFF. TOTAL				.11				.11				.11	-.12					.15

HYPOTHESIS 27: The Story Completion affect measures will be positively related to the Sentence Completion affect measures and negatively related to the Sentence Completion negative affect measures of the same behavior area.

INSTRUMENTS: Sentence and Story Completion

VARIABLES: Story Problem Affect and Sentence Positive and Negative

	151		157		142		143		131		132		114		122		93	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		PROB. AFF.	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
51 NEG. AFF. AGGRESSION										-.13			.11				.44	
57 NEG. AFF. AUTHORITY								-.10		-.13								-.13
63 NEG. AFF. ANXIETY				-.13				-.10	.14				.12					-.10
69 NEG. AFF. IPR										-.18								-.12
76 NEG. AFF. TASK ACH.								.10			.11							
83 NEG. AFF. TOTAL									.11	-.18			.11					-.14
59 POS. AFF. AUTHORITY														-.12				
71 POS. AFF. IPR																		
78 POS. AFF. TASK ACH.												.10						
100 POS. AFF. TOTAL														-.11				

HYPOTHESIS 28: The Story Completion affect measures will be positively related to the Sentence Completion affect measures and negatively related to the Sentence Completion negative measures of the same behavior area.

INSTRUMENTS: Sentence and Story Completion

VARIABLES: Story Outcome Affect and Sentence Positive and Negative

	152		158		144		145		133		134		115		123		94	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		OUTCOME AF	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
51 NEG. AFF. AGGRESSION																		
57 NEG. AFF. AUTHORITY											.12		.10			-.15		-.14
63 NEG. AFF. ANXIETY																		-.10
69 NEG. AFF. IPR																		
76 NEG. AFF. TASK ACH.																		
83 NEG. AFF. TOTAL																-.12		-.14
59 POS. AFF. AUTHORITY									-.10				-.11					-.13
71 POS. AFF. IPR													.10		-.10			
78 POS. AFF. TASK ACH.			-.11															
100 POS. AFF. TOTAL																		.11

FIGURE 3
BRAZIL TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 29: The Sentence and Story Completion total measures of coping style dimension will be positively related to the SAI coping measures and negatively related to the SAI defensive measures.

INSTRUMENTS: Sentence Completion and SAI
VARIABLES: Sentence Total Coping Styles by SAI Coping and Defensive Variables

	80 TOTAL STANCE		81 TOTAL ENGAGEMENT		82 TOTAL COPING	
SAI	10	14	10	14	10	14
44 ACTIVE COPING	.15	.15		.14	.15	.16
45 PASSIVE COPING		.13		.10		.12
46 ACTIVE DEFENSE		-.22		-.15	-.18	-.22
47 PASSIVE DEFENSE						

HYPOTHESIS 30: The Sentence and Story Completion total measures of coping style dimension will be positively related to the SAI coping measures and negatively related to the SAI defensive measures.

INSTRUMENTS: Story Completion and SAI
VARIABLES: Total Coping Styles by Coping and Defensive Variables

	89 TOTAL STANCE		90 TOTAL ENGAGEMENT		91 TOTAL INITIATION		92 TOTAL IMPLEMENT.		95 TOTAL PERSIS.		96 TOTAL COPING	
SAI	10	14	10	14	10	14	10	14	10	14	10	14
44 ACTIVE COPING										.11		
45 PASSIVE COPING												
46 ACTIVE DEFENSE						-.14		-.10				-.12
47 PASSIVE DEFENSE			-.14								-.12	

HYPOTHESIS 31: The SAI coping scores will be positively related with the Story Completion total affect measures, positively related with the Sentence Completion total positive affect measure, and negatively related with the Sentence Completion total negative affect measures.
The SAI defensive scores will be negatively related with the Story Completion total affect measures, negatively related with the Sentence Completion total positive affect measure, and positively related with the Sentence Completion total negative affect measure.

INSTRUMENTS: SAI, Story and Sentence Completion
VARIABLES: SAI by Affect Scores

	93 TOT.STORY PROB. AFF.		94 TOT.STORY OUTCOME AF		100 TOT.SENT. POS. AFF.		83 TOT.SENT. NEG. AFF.	
	10	14	10	14	10	14	10	14
44 ACTIVE COPING				.12			-.12	-.15
45 PASSIVE COPING								
46 ACTIVE DEFENSE			-.11			-.14	.10	
47 PASSIVE DEFENSE	-.17		-.20					.13

HYPOTHESIS 32: The Occupational Values intrinsic measures will be positively related with the Sentence and Story total coping dimension measures.

INSTRUMENTS: Occupational Values, Story and Sentence Completion
VARIABLES: Intrinsic Values, Total Coping Measures

	21 OCC. VAL. ALTRUISM		22 OCC. VAL. ESTHETICS		23 OCC. VAL. INDEP.		24 OCC. VAL. MANAGEMENT		26 OCC. VAL. SELF-SATIS		27 OCC. VAL. INTEL.STIM		28 OCC. VAL. CREATIVITY		34 OCC. VAL. VARIETY		36 INTRINSIC TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
80 SENT.COMP. STANCE			-.11	-.13						.12								
81 SENT.COMP. ENGAGEMENT				-.12				-.12		.17								
82 SENT.COMP. TOTAL COPING	.10			-.14						.13							.11	
89 STORY COMP. STANCE																		
90 STORY COMP. ENGAGEMENT														.12				
91 STORY COMP. INITIATION	.10																	
92 STORY COMP. IMPLEMENT.														.12				.10
95 STORY COMP. PERSISTENCE																		
97 STORY COMP. SOCIABILITY																		
98 STORY COMP. ATTIT. AUTH.							.22											
96 STORY COMP. TOTAL COPING																		

FIGURE 3
BRAZIL TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 33: The Occupational Values intrinsic measures will be positively related with the SAI coping measures and negatively related with the SAI defensive measures

INSTRUMENTS: Occupational Values and SAI
VARIABLES: Intrinsic Values, Coping and Defense Measures

SAI	21 OCC. VAL. ALTRUISM		22 OCC. VAL. ESTHETICS		23 OCC. VAL. INDEP.		24 OCC. VAL. MANAGEMENT		26 OCC. VAL. SELF-SATIS		27 OCC. VAL. INTEL.STIM		28 OCC. VAL. CREATIVITY		34 OCC. VAL. VARIETY		36 TOTAL INTRINSIC	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
44 ACTIVE COPING						-.11		-.10										-.12
45 PASSIVE COPING						-.19									-.10			
46 ACTIVE DEFENSE	-.20	-.23			.10			.19		-.13		-.10						
47 PASSIVE DEFENSE						-.13	.11			.11			-.10					

HYPOTHESIS 34: The Occupational Values intrinsic measures will be positively related with the two Story total affect measures and the Sentence Total positive affect measures, and negatively related with Sentence total negative affect measures.

INSTRUMENTS: Occupational Values, Story & Sentence
VARIABLES: Intrinsic Values, Total Affect (Story) and Total Frequency Positive and Negative Affect (Sentence)

	21 OCC. VAL. ALTRUISM		22 OCC. VAL. ESTHETICS		23 OCC. VAL. INDEP.		24 OCC. VAL. MANAGEMENT		26 OCC. VAL. SELF-SATIS		27 OCC. VAL. INTEL.STIM		28 OCC. VAL. CREATIVITY		34 OCC. VAL. VARIETY		36 TOTAL INTRINSIC	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
93 STORY PROBLEM AFF.										.11			.12					
94 STORY OUTCOME AFF.									-.12			-.10						
100 SENTENCE TOT. POS. AFF.				.10									-.14					
83 SENTENCE TOT. NEG. AFF.			.14	.13							-.12		-.13					

HYPOTHESIS 35: The Occupational Values extrinsic measures will be negatively related with the Sentence and Story total coping dimension measures.

INSTRUMENTS: Occupational Values, Story and Sentence Completion
VARIABLES: Extrinsic Values by Total Coping Dimension Measures

	25 OCC. VAL. SUCCESS		29 OCC. VAL. SECURITY		30 OCC. VAL. PRESTIGE		31 OCC. VAL. ECON. RET.		32 OCC. VAL. SURROUND.		33 OCC. VAL. ASSOCIATES		35 OCC. VAL. FOL.FATHER		37 TOTAL EXTRINSIC	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
80 SENTENCE STANCE	.11							-.11								
81 SENTENCE ENGAGEMENT		.10		.16				-.12								
82 SENTENCE TOTAL COPING							-.10	-.13							-.11	
89 STORY STANCE													-.10			
90 STORY ENGAGEMENT																
91 STORY INITIATION							-.13			.11		.13		-.10		
92 STORY IMPLEMENT.		-.10						-.13								-.10
95 STORY PERSISTENCE								-.11		.12						
96 STORY COPING EFF.							-.11			.11						

HYPOTHESIS 36: The Occupational Values extrinsic measures will be negatively related with the SAI coping measures and positively related with the SAI defensive measures.

INSTRUMENTS: Occupational Values, SAI
VARIABLES: Extrinsic Values by Coping and Defensive Measures

SAI	25 OCC. VAL. SUCCESS		29 OCC. VAL. SECURITY		30 OCC. VAL. PRESTIGE		31 OCC. VAL. ECON.RET.		32 OCC. VAL. SURROUND.		33 OCC. VAL. ASSOCIATES		35 OCC. VAL. FOL.FATHER		37 TOTAL EXTRINSIC	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
44 ACTIVE COPING						.10			-.11							.12
45 PASSIVE COPING				.13												
46 ACTIVE DEFENSE	-.18	-.12				.11	.11	.14		-.15	.12			.15		
47 PASSIVE DEFENSE			.13	.14												

FIGURE 3

BRAZIL TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 37: The Occupational Values extrinsic measures will be negatively related with the two Story total affect measures and the Sentence total positive affect measures, and positively with Sentence total negative affect measures.

INSTRUMENTS: Occupational Values, Story and Sentence Completion

VARIABLES: Extrinsic Values by Affect Measures

		25		29		30		31		32		33		35		37	
		OCC. VAL. SUCCESS		OCC. VAL. SECURITY		OCC. VAL. PRESTIGE		OCC. VAL. ECON. RET.		OCC. VAL. SURROUND.		OCC. VAL. ASSOCIATES		OCC. VAL. FOL. FATHER		TOTAL EXTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
93	STORY PROB. AFF.																
94	STORY OUTCOME AFF.							-.11									
100	SENTENCE POS. AFF.							-.10									
83	SENTENCE NEG. AFF.														-.11		

HYPOTHESIS 38: The status level measures of occupational aspiration, occupational expectation, and educational aspiration will be positively related with the Sentence and Story total coping dimension measures.

INSTRUMENTS: Occupational Interests, Sentence and Story Completion

VARIABLES: Occupational Aspiration, Expectation, and Educational Aspiration by Total Coping Dimension

		38*		39*		109*	
		OCC. INT. OCC. ASP.		OCC. INT. OCC. EXP.		OCC. INT. ED. ASP.	
		10	14	10	14	10	14
80	SENTENCE STANCE	-.16		-.15		-.23	
81	SENTENCE ENGAGEMENT					-.16	
82	SENTENCE TOTAL COPING	-.15				-.18	
89	STORY STANCE					.12	
90	STORY ENGAGEMENT						
91	STORY INITIATION						
92	STORY IMPLEMENT.						
95	STORY PERSISTENCE						
96	STORY TOTAL COPING						

*Remember that these Variables are reversed. Thus, any correlations involving these Variables if positive are actually negative correlations and if negative are actually positive correlations.

HYPOTHESIS 39: The status level measures of occupational aspiration, occupational expectation, and educational aspiration will be positively related with the SAI coping measures and negatively related with the SAI defensive measures.

INSTRUMENTS: Occupational Interest, SAI

VARIABLES: Occupational Aspirations and Expectations and Educational Aspiration by coping and Defensive Measures

		38*		39*		109*	
		OCC. INT. OCC. ASP.		OCC. INT. OCC. EXP.		OCC. INT. ED. ASP.	
	SAI	10	14	10	14	10	14
44	ACTIVE COPING	-.17		-.14		-.20	
45	PASSIVE COPING						
46	ACTIVE DEFENSE			.10	-.10		
47	PASSIVE DEFENSE		.14	.16	.14	.10	

*Remember that these Variables are reversed. Thus, any correlations involving these Variables if positive are actually negative correlations and if negative are actually positive correlations.

HYPOTHESIS 40: The status level measures of occupational aspiration, occupational expectation, and educational aspiration will be positively related with the two Story total affect measures and the Sentence total positive affect measures, and negatively related with Sentence total negative affect measures.

INSTRUMENTS: Occupational Interests, Story and Sentence Completion

VARIABLES: Occupational Aspirations and Expectations, Educational Aspirations by Affect Measures.

		38*		39*		109*	
		OCC. INT. OCC. ASP.		OCC. INT. OCC. EXP.		OCC. INT. ED. ASP.	
		10	14	10	14	10	14
93	STORY PROBLEM AFF.						
94	STORY OUTCOME AFF.						.11
100	SENTENCE POSITIVE AFF.						
83	SENTENCE NEGATIVE AFF.	.14			.12	.15	

*Remember that these Variables are reversed. Thus, any correlations involving these Variables if positive are actually negative correlations and if negative are actually positive correlations.

FIGURE 3
BRAZIL TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 41: There will be positive relationships between the aptitude variable and the achievement variables.

INSTRUMENTS: Achievement, Aptitude
VARIABLES: Achievement, Aptitude
Total Peer BRS

	1 APTITUDE	
	10	14
2 MATH	.27	.18
3 READING	.37	.25
4 GRADE POINT AVERAGE	.19	.18
12 TOTAL PEER BRS	.18	.19

HYPOTHESIS 42: There will be positive relationships between the intrinsic Occupational Values and the criterion measures.

INSTRUMENTS: Achievement, BRS,
Occupational Values
VARIABLES: Achievement, Total
Peer BRS, Intrinsic
Occupational Values

	21 OCC. VAL. ALTRUISM		22 OCC. VAL. ESTHETICS		23 OCC. VAL. INDEP.		24 OCC. VAL. MANAGEMENT		26 OCC. VAL. SELF-SATIS		27 OCC. VAL. INTEL.STIM		28 OCC. VAL. CREATIVITY		34 OCC. VAL. VARIETY		36 INTRINSIC TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH																		
3 READING	.15		-.13										.12				.10	
4 GRADE POINT AVERAGE	.10	.15							.11									
12 TOTAL PEER BRS	.11	.17					.12									.13		

HYPOTHESIS 43: There will be negative relationships between the extrinsic Occupational Values and the criterion measures.

INSTRUMENTS: Achievement, BRS,
Occupational Values
VARIABLES: Achievement, Total Peer
BRS, Extrinsic
Occupational Values

	25 OCC. VAL. SUCCESS		29 OCC. VAL. SECURITY		30 OCC. VAL. PRESTIGE		31 OCC. VAL. ECON. RET.		32 OCC. VAL. SURROUND.		33 OCC. VAL. ASSOCIATES		35 OCC. VAL. FOL.FATHER		37 EXTRINSIC TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	.14															
3 READING	.12						.13				.13					
4 GRADE POINT AVERAGE	.11												-.10	-.12		
12 TOTAL PEER BRS													-.18	-.12		

HYPOTHESIS 44: There will be positive relationships between the status levels of occupational aspiration, occupational expectation, and educational aspiration and the criterion measures.

INSTRUMENTS: Achievement, BRS,
Occupational Values
VARIABLES: Achievement, Total Peer
BRS, Occupational Aspiration Expectation and
Educational Aspiration

	38* OCC.INT. OCC.ASP.		39* OCC.INT. OCC.EXP.		109* OCC.INT. ED. ASP.	
	10	14	10	14	10	14
2 MATH	-.12		-.12		-.20	-.15
3 READING	-.19		-.20	-.11	-.20	-.19
4 GRADE POINT AVERAGE						
12 TOTAL PEER BRS						

*Remember that these Variables are reversed. Thus, any correlations involving these Variables if positive are actually negative correlations and if negative are actually positive correlations.

FIGURE 3
BRAZIL TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 45: There will be negative relationships between the occupational interest discrepancy score and the criterion measures.

INSTRUMENTS: Achievement, Occupational Interest Discrepancies
VARIABLES: Achievement, Occupational Interest Discrepancies, Total Peer BRS

		40 OCC.INT. EXP/ASP.		41 OCC.INT. F.OCC.ASP.		42 OCC. INT. F.ASP./ASP		43 OCC.INT. M.ASP./ASP	
		10	14	10	14	10	14	10	14
2	MATH								
3	READING			-.17					
4	GRADE POINT AVERAGE				-.19				
12	TOTAL PEER BRS								

HYPOTHESIS 46: There will be a positive relationship between the SAI active and passive coping measures and the criterion measures.
There will be a negative relationship between the SAI active and passive defensive measures and the criterion measures.

INSTRUMENTS: Achievement, BRS, SAI
VARIABLES: Achievement, Total Peer BRS, Active & Passive Coping & Defensive Measures

		44 SAI ACT. COP.		45 SAI PASS.COP.		46 SAI ACT. DEFEN		47 SAI PASS.DEFEN	
		10	14	10	14	10	14	10	14
2	MATH		.11	.10		-.16			
3	READING	.11		.13		-.16	-.14	-.17	-.14
4	GRADE POINT AVERAGE			.16		-.16	-.12		
12	TOTAL PEER BRS			.16		-.16	-.18		

HYPOTHESIS 47: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Achievement, BRS, Sentence Completion
VARIABLES: Achievement, Total Peer BRS, Stance

		48 STANCE AGGRESSION		54 STANCE AUTHORITY		60 STANCE ANXIETY		66 STANCE IPR		73 STANCE TASK ACH.		80 TOTAL STANCE	
		10	14	10	14	10	14	10	14	10	14	10	14
2	MATH												
3	READING				.10				.17				
4	GRADE POINT AVERAGE									.12		.12	
12	TOTAL PEER BRS			.11	.10							.11	

HYPOTHESIS 48: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Achievement, BRS, Sentence Completion
VARIABLES: Achievement, Total Peer BRS, Engagement

		49 ENGAGEMENT AGGRESSION		55 ENGAGEMENT AUTHORITY		61 ENGAGEMENT ANXIETY		67 ENGAGEMENT IPR		74 ENGAGEMENT TASK ACH.		81 ENGAGEMENT TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
2	MATH												
3	READING												
4	GRADE POINT AVERAGE												-.10
12	TOTAL PEER BRS												

HYPOTHESIS 49: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Achievement, BRS, Sentence Completion
VARIABLES: Achievement, Total Peer BRS, Coping Effectiveness

		50 COP. EFF. AGGRESSION		56 COP. EFF. AUTHORITY		62 COP.EFF. ANXIETY		68 COP. EFF. IPR		75 COP. EFF. TASK ACH.		82 COP. EFF. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
2	MATH												
3	READING				.10	.12			.11				.12
4	GRADE POINT AVERAGE									.14		.16	
12	TOTAL PEER BRS							.10	.12	.10	.12	.12	.14

FIGURE 3
BRAZIL TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 50: There will be a positive relationship between the Sentence Completion attitude measures and the criterion measures.

INSTRUMENTS: Achievement, BRS, Sentence Completion
VARIABLES: Achievement, Total Peer BRS, Attitude Measures

	53 ATTITUDE AUTHORITY		65 ATTITUDE IPR		72 ATTITUDE TASK ACH.		79 ATTITUDE TOTAL	
	10	14	10	14	10	14	10	14
2 MATH								
3 READING	.10			-.10				
4 GRADE POINT AVERAGE	.11							
12 TOTAL PEER BRS	.14					.11	.11	

HYPOTHESIS 51: There will be a positive relationship between the Sentence Completion positive affect variables and the criterion measures. There will be a negative relationship between the Sentence Completion negative affect variables and the criterion measures.

INSTRUMENTS: Achievement, BRS, Sentence Completion
VARIABLES: Achievement Total Peer BRS, Attitude Measures

	59 POS. AFF. AUTHORITY		71 POS. AFF. IPR		78 POS. AFF. TASK ACH.		100 POS. AFF. TOTAL		51 NEG. AFF. AGGRESSION		57 NEG. AFF. AUTHORITY		69 NEG. AFF. IPR		76 NEG. AFF. TASK ACH.		83 NEG. AFF. TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH												-.12			-.10			-.10
3 READING			-.15									-.12						-.13
4 GRADE POINT AVERAGE						.13		.11							-.12			
12 TOTAL PEER BRS																-.13		

HYPOTHESIS 52: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Engagement

	148 Story 8 AGGRESSION		154 Story 5 ANXIETY		138 Story 10 AUTHORITY		125 Story 4 IPR		126 Story 7 IPR		111 Story 1 A - TA		119 Story 6 NA - TA		90 TOTAL ENGAGEMENT	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH			.11				.10		.10		.15				.17	
3 READING											.21				.12	
4 GRADE POINT AVERAGE	.12				.15			-.10		.11	.12				.11	
12 TOTAL PEER BRS								-.11		.12	.12					

HYPOTHESIS 53: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Initiation

	149 Story 8 AGGRESSION		155 Story 5 ANXIETY		139 Story 2 AUTHORITY		140 Story 10 AUTHORITY		127 Story 4 IPR		128 Story 7 IPR		112 Story 1 A - TA		120 Story 6 NA - TA		91 TOTAL INITIATION	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	.12								.12				.11				.10	
3 READING	.11						.11								.11			
4 GRADE POINT AVERAGE	.14						.10											
12 TOTAL PEER BRS													.14					

HYPOTHESIS 54: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Implementation

	150 Story 8 AGGRESSION		156 Story 5 ANXIETY		141 Story 10 AUTHORITY		129 Story 4 IPR		130 Story 7 IPR		113 Story 1 A - TA		121 Story 6 NA - TA		92 TOTAL IMPLEMENT.	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	.12		.14				.13									
3 READING			.17	.11	.15										.10	
4 GRADE POINT AVERAGE	.18				.13											
12 TOTAL PEER BRS		.13			.13											

FIGURE 3

BRAZIL TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 55: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Persistence

	153		159		146		135		136		116		117		124		95	
	Story 8		Story 5		Story 10		Story 4		Story 7		Story 1		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		IPR		IPR		A - TA		A - TA		NA - TA		PERSISTENCE	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH								.11										
3 READING							.17				.10				.10		.15	
4 GRADE POINT AVERAGE	.10				.10													
12 TOTAL PEER BRS							.13	.11		.11								

HYPOTHESIS 56: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Coping Effectiveness

	107		104		102		108		103		106		101		105		96	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		COP. EFF.	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	.12		.16														.15	
3 READING	.11		.11										.10				.17	
4 GRADE POINT AVERAGE	.13			-.12			.13										.12	
12 TOTAL PEER BRS	.12						.11										.13	

HYPOTHESIS 57: There will be a positive relationship between the criterion measures and the Story Completion affect dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Problem Affect

	151		157		142		143		131		132		114		122		93	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		PROB. AFF.	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH														-.13				
3 READING																		
4 GRADE POINT AVERAGE																		
12 TOTAL PEER BRS																		

HYPOTHESIS 58: There will be a positive relationship between the criterion measures and the Story Completion affect dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Outcome Affect

	152		158		144		145		133		134		115		123		94	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		OUT. AFF.	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH										-.17								
3 READING	.14																.15	
4 GRADE POINT AVERAGE																		
12 TOTAL PEER BRS		.18						.11		-.11	.14						.10	

HYPOTHESIS 60: There will be a positive relationship among the Parent/Child Interaction items.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction of Sentence Completion

	84		85		86		87	
	SENT.COMP.		SENT.COMP.		SENT.COMP.		SENT.COMP.	
	SELF-IMAGE		INT.ACTION		MOTHER		FATHER	
	10	14	10	14	10	14	10	14
84 SELF-IMAGE					.23	.37	.59	.59
85 INTERACTION					.23	.12	.61	.60
86 MOTHER	.23	.37	.23	.12				
87 FATHER	.59	.59	.61	.60				

FIGURE 3
BRAZIL TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 61: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion Instrument, and a negative relationship with the Authority Negative Affect measure.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction items by Authority Attitude, Coping Style, Coping Effectiveness, & Positive and Negative Affect measures.

		84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
		10	14	10	14	10	14	10	14
53	AUTHORITY ATTITUDE						.13		
54	AUTHORITY STANCE					.10	.14		
55	AUTHORITY ENGAGEMENT								
56	AUTHORITY COPING EFF.						.15		
59	AUTHORITY POS. AFFECT	-.10							
57	AUTHORITY NEG. AFFECT						-.14		

HYPOTHESIS 62: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion Instrument and a negative relationship with the Total Negative Affect measure.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction items by Total Attitude, Coping Style, Coping Effectiveness, Positive Affect & Negative Affect measures.

		84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
		10	14	10	14	10	14	10	14
79	TOTAL ATTITUDE						.13		
80	TOTAL STANCE		.11				.13		
81	TOTAL ENGAGEMENT								
82	TOTAL COPING EFF.						.12		
100	TOTAL POS. AFFECT								
83	TOTAL NEG. AFFECT						-.10		

HYPOTHESIS 63: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and the Story Completion Coping Effectiveness scores for the two Authority stories.

INSTRUMENTS: Sentence Completion and Story Completion
VARIABLES: Parent/Child Interaction items of Sentence Completion by Story Completion Coping Effectiveness for Story 2 and Story 10

		84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
		10	14	10	14	10	14	10	14
102	STORY 2 COPING EFF.								
108	STORY 10 COPING EFF.								

HYPOTHESIS 64: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and the Attitude Toward Authority measures of the Story Completion.

INSTRUMENTS: Sentence Completion and Story Completion
VARIABLES: Parent/Child Interaction items of Sentence Completion by Total Attitude Toward Authority of Story Completion

		84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
		10	14	10	14	10	14	10	14
98	TOTAL ATTITUDE TOWARD AUTH.								

FIGURE 3

BRAZIL TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 65: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Coping Style, Coping Effectiveness, and Affect Scale scores of the Story Completion Instrument.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction items of Sentence Completion by Total Coping style, Coping Effectiveness and Affect Scale scores of Story Completion

	84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
	10	14	10	14	10	14	10	14
89 TOTAL STANCE								
90 TOTAL ENGAGEMENT								-.12
91 TOTAL INITIATION								
92 TOTAL IMPLEMENTATION								
93 TOTAL AFFECT TONE 1st					-.12			
94 TOTAL AFFECT TONE 2nd								-.11
95 TOTAL PERSISTENCE					-.12			
96 TOTAL COPING EFF.								

HYPOTHESIS 66: There will be a positive relationship between the Parent/Child Interaction items from the Sentence Completion and the Active and Passive Coping scores from the Social Attitudes Inventory and a negative relationship with the Active and Passive Defensive scores.

INSTRUMENTS: Sentence Completion and Social Attitudes Inventory

VARIABLES: Parent/Child Interaction items from Sentence Completion, Active and Passive Coping and Active and Passive Defensive scores of SAI

	84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
SAI	10	14	10	14	10	14	10	14
44 TOTAL COPING ACTIVE					.11			
45 TOTAL COPING PASSIVE								
46 TOTAL ACTIVE DEFENS.								
47 TOTAL PASSIVE DEFENS.		-.13						

HYPOTHESIS 67: There will be a positive relationship between the Father/Child Interaction item from the Sentence Completion and the Occupational Value:"Follow Father."

INSTRUMENTS: Sentence Completion and Occupational Values

VARIABLES: Father/Child Interaction item from Sentence Completion, Occupational Value: "Follow Father"

	87 SENT.COMP. FATHER	
	10	14
35 OCC. VALUE "FOLLOW FATHER"		

FIGURE 3
BRAZIL TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 68: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Intrinsic Occupational Values.

INSTRUMENTS: Sentence Completion and Occupational Values

VARIABLES: Parent/Child Interaction items of Sentence Completion by Intrinsic Occupational Values

		84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
	OCC. VALUES	10	14	10	14	10	14	10	14
21	ALTRUISM								
22	ESTHETICS							-.10	-.14
23	INDEPENDENCE								
24	MANAGEMENT							.11	
26	SELF-SATISFACTION								
27	INTELLECTUAL STIMULATION				-.11			.11	
28	CREATIVITY							.13	
34	VARIETY								
36	TOTAL INTRINSIC								

HYPOTHESIS 69: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Extrinsic Occupational Values.

INSTRUMENTS: Sentence Completion and Occupational Values

VARIABLES: Parent/Child Interaction items of Sentence Completion by Extrinsic Occupational Values

		84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
	OCC. VALUES	10	14	10	14	10	14	10	14
25	SUCCESS								
29	SECURITY								
30	PRESTIGE								
31	ECONOMIC RETURNS								
32	SURROUNDINGS	.11							
33	ASSOCIATES		.15						
35	FOLLOW FATHER								
37	TOTAL EXTRINSIC								

HYPOTHESIS 70: There will be a negative relationship between the Father/Child Interaction item and the Discrepancy scores for: (a) Father's Occupation/Child's Aspiration and (b) Father's Aspiration for Child-Child's Aspiration. There will be a negative relationshi between the Mother/Child Interaction item and the discrepancy score for Mother's Aspiration for Child-Child's Aspiration.

INSTRUMENTS: Sentence Completion and Occupational Interest Inventory

VARIABLES: Sentence Completion by Occupational Interest Inventory

		87 SENT.COMP. FATHER		86 SENT.COMP. MOTHER	
	OCCUPATIONAL INTEREST	10	14	10	14
41	FATHER OCC./ ASPIRATION				
42	FATHER ASP./ ASPIRATION				
43	MOTHER ASP./ ASPIRATION			.14	

FIGURE 3

BRAZIL TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 71: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion Instrument and the Aptitude and Achievement measures.

INSTRUMENTS. Sentence Completion and Aptitude and Achievement

VARIABLES: Parent/Child Interaction items by Aptitude and Achievement measures

	84		85		86		87	
	SENT.COMP. SELF-IMAGE		SENT.COMP. INT.ACTION		SENT.COMP. MOTHER		SENT.COMP. FATHER	
	10	14	10	14	10	14	10	14
1 APTITUDE								
2 MATH		.13						.15
3 READING								
GRADE 4 POINT AVERAGE		.11						

HYPOTHESIS 72: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and both the Peer BRS Authority item and the Peer BRS Summary score.

INSTRUMENTS: Sentence Completion and BRS

VARIABLES: Parent/Child Interaction items of Sentence Completion by Peer BRS Authority and Peer BRS Summary score

	84		85		86		87	
	SENT.COMP. SELF-IMAGE		SENT.COMP. INT.ACTION		SENT.COMP. MOTHER		SENT.COMP. FATHER	
	10	14	10	14	10	14	10	14
BRS PEER 7 AUTHORITY								
BRS PEER 12 SUMMARY SCORE								

HYPOTHESIS 73: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and both the Self-Rating Authority score and the Summary Score.

INSTRUMENTS: Sentence Completion and BRS

VARIABLES: Parent/Child Interaction items of Sentence Completion by Self-Rating Authority and Summary Scores

	84		85		86		87	
	SENT.COMP. SELF-IMAGE		SENT.COMP. INT.ACTION		SENT.COMP. MOTHER		SENT.COMP. FATHER	
	10	14	10	14	10	14	10	14
BRS SELF- 15 RATING AUTH.								
SELF BRS 20 SUMMARY SCORE								

ANOVA OF MEANS: SUBGROUP DESCRIPTIONS

INTRODUCTION

Reporting the characteristics of eight groups of children, in terms of one hundred and eight different variables, is not an easy task and may be a monotenous one Some of the difficulty, and a significant portion of the monotony, might be overcome if the reader is armed beforehand with conceptual devices that would help him anticipate a series of findings and that might avoid confusion whenever his expectations are frustrated.

On April 2, 1969, we presented before the XIIth Inter-American Congress of Psychology held in Montevideo, Uruguay, a paper entitled, "Valores y Aspiraciones Ocupacionales de Escolares de la Ciudad de Mexico." Here for the first time, we were reporting on the ANOVA results for the occupational and interest inventories of the Cross-National research on the Mexican children. (There also, for the first time, we made comments on the similarity of the scores for ten-year-old upper-lower class children and for the fourteen-year-old upper-middle class children.) We further made theoretical statements regarding Heinz Werner's ideas regarding psychological development and concerning our own passive and active syndromes. We were encouraged in making these remarks by the results, many of them published, coming out from a cross-cultural study of child development, that, with a longitudinal overlapping developmental design, we have been carrying out for the last seven years in collaboration with Dr. Wayne H. Holtzman of the University of Texas in Austin. In this study, for intelligence and often for the cognitive and personality variables, we had repeatedly obtained higher scores, as expected, in older children than in younger ones, and also consistently higher scores on the upper classes than on the lower classes. What we did not say in Uruguay, but we certainly should say now, is that we had also quite consistently found higher scores for the males than for the females.

The perfect model for this pattern is provided by the Wechsler Intelligence Scale for Children which we have been applying yearly and individually to an original sample of 450 children and to 660 cross-sectionally.

The results were overwhelming. For every subtest of the WISC, in both the verbal and performance scales, with a few exceptions, a nine-year span of children followed longitudinally in one study, and cross-sectionally in another study of development showed that the older the child, the higher the raw score. For social class and sex, consistent and often higher statistical differences favoring the upper classes were seen, with the males consistently scoring higher than the females.

We are, of course, neither interested nor ready at the present time to interpret both these results and the results of the ANOVA Intra-Country Report for the Cross-National in terms of either the active-passive syndromes or any of the existing theories of development. We may refer, now and then, to some of the theories of development as we engage in the interpretive comments for each one of the groups and for the sample differences in age, socioeconomic class and sex. What we are very ready to do, and are going to do, is to extrapolate the results from the Mexican children in the Wechsler tests (and, to a lesser extent, in many other cognitive and personality variables) as the main theoretical explanatory and particularly predictive device in the description of the groups, and even more so in the sample differences by age, socioeconomic class and sex.

There are many advantages in holding to a developmental approach in dealing with this data, some of which are obvious from the previous statements, with others becoming obvious as we go along in our descriptions and interpretations. There is, however, one more that we must comment upon here.

This entire pattern of interpretation is certainly not evaluative or judgmental since it simply refers, on the one side, to changes that one expects with age in growth variables, with lack of opportunity in regard to social classes; and with another type of intracultural lack of opportunity when it refers to the situation of the females vis a vis the males in Mexico. One should further indicate - in order to clarify the lack of a judgmental or evaluational leaning in this approach - that most of the one hundred and eight variables in this particular design have been selected in order to determine efficiency in dealing with task achievement, interpersonal relations, relations with authority, etc. in a school environment, in the interaction with peers and in a family environment. We must remember further that we are trying to develop instruments that will help us differentiate between individuals that will be capable of high achievement and individuals that will not be as capable of high achievement in the particular context of industrialized societies or societies in the process of industrialization.

What makes Mexico particularly ideal for developmental hypotheses is the fact that it is one of the developing countries and finds itself at the present time - from everything we have been able to detect - in a transition from a traditional society with heavy family ties and strong sex role differentiation to an industrial society.

What makes this model ideal for the Cross-National research is its non-evaluative nature, the clearness with which the age criteria defines "development" and the fact that it will permit later inter-country comparisons in terms that will be clearly stated beforehand, and refer to degrees of efficiency within a defined frame of reference.

ANOVA OF MEANS:
SUBGROUP DESCRIPTIONS

MEXICO TEN-YEAR-OLD UPPER-LOWER CLASS MALES

Aptitude and Achievement

All four measures of Aptitude and Achievement, the Raven, the Mathematics test, the Reading test and the GPA, were standardized within groups to a mean of 50 and standard deviation of 10. The range of the means for these four tests can be observed in Figure 1. As expected (in spite of the standardization), these very young Mexican boys of the upper-lower class stood quite low on all of these measures along with the Mexican upper-lower ten-year-old girls, and in comparison with the other ten-year-olds. Compared with all age groups, they are second lowest in Math and GPA, third lowest on the Raven and lowest on the Reading test.

Self-Behavior Rating Scales

Since the instructions for the application of the Peer Behavior Rating Scales did not specify that an individual could choose himself in regard to the variables of the scale, there was some degree of limitation in interpretations that can be given to these results. Furthermore, another study of frequencies should determine if the number of children who did rate themselves was either similar or proportional among the cells.

Looking at the original protocols, it may be observed that at the beginning the full list of the members of the class was presented to the children with the instructions that they should put an X before those other students that they considered high on the trait and a zero on those that they considered low on the trait (up to a limited number). Because of this, it is felt that if not stated openly, it was certainly implied in the structure of the instrument that each child could also rate himself. In Mexico, there were no questions as to whether the child could rate himself or not, according to the memory of my assistants. The interpretation of the data obtained is being pursued on the basis that the number of Mexican children who participated in these self-ratings is proportional or not significantly different in number, across the groups. Of further encouragement is the fact that the variance across the means, both within and particularly across groups, was several times greater than that of the Peer BRS, and there were a number of significant differences to be found.

Herman Witkin has perhaps been able to verbalize one of the best conceptual theoretical structures regarding the development of the self. In synthesis, he contends that the body, the self, and the environment within which an individual lives, are, in the beginning, experienced as a joint global experience. This experience becomes progressively more articulated with the body, the self, and the objects in the environment experimented upon as segregated from the others. If we add to this Piaget's egocentrism and Kurt Lewin's fantasy-reality developmental trends, we should hypothesize that the self-ratings of these younger children on coping with Achievement, Authority, Interpersonal Relations, Anxiety, Aggression, etc., would be more unrealistic and/or less differentiated than those of older children in general. These children did stand highest in the dealing with Anxiety and were consistently second to another ten-year-old group, the upper-middle ten-year-old boys, who rated themselves first in all other variables for the eight groups.

Occupational Values

Scores for 15 Occupational Values were obtained from a strict paired comparison procedure. Further, two other scores were derived from this instrument: mean score in Intrinsic Values and mean score in Extrinsic Values. For the purposes of interpretation, we have classified these values in developmental, regressional, and values which did not seem to bear any relationship to developmental criteria. Because of the very interesting and complex pattern that resulted across the groups in this area, as well as in the Occupational Interest Inventory, interpretive discussion of these results will be reserved for the later chapter on age, socioeconomic class and sex main effects and interactions. Here, for these instruments and in all groups, we shall be content with the enumeration of the relative position of such value of our group compared with the others.

These children were lowest in Success and in Self-Satisfaction and Intellectual Stimulation. They were understandably second lowest in the Intrinsic Value Score. On the other hand, they were number one in Management, second highest in Prestige, Variety, and Follow Father, as well as highest on Economic Returns from a job among all eight groups. Understandably, they were lowest on Altruism and second highest on the Extrinsic Value Score. Finally, they were second highest on Esthetics.

It is interesting to note that this group had the lowest range of mean scores of all the eight groups in the comparison. This helps to explain, why, when we study the hierarchy of values for these male upper-lower children, we find that their highest interest within the group was Intellectual Stimulation, followed by Creativity, and Prestige and with Follow Father (the latter two more in accordance with the developmental comparison). On the other hand, they were least interested in Esthetics, Independence, the choice of companions on the job, and in Variety. The fact that within their own group they selected Intellectual Stimulation as number one and in the developmental comparison they ranked eighth in Intellectual Stimulation, is a clear example, repeated in half of the other values for this group, of the independence of these values in the developmental comparison from the hierarchy of values within the group.

Occupational Interest Inventory

This was actually an occupational outlook inventory referring to the occupational aspirations, expectations and discrepancies between these and other variables. These children stood at the very average of all eight groups in Occupational and Educational Aspiration as well as in Occupational Expectation. Interestingly enough, and we might as well say it now instead of having to repeat it with each one of the groups, there were no significant differences whatsoever among the eight groups in the following variables: 1. discrepancy between the objective status level of the subject's aspirations and the status level of the subject's expectations, and 2. the discrepancy between the objective status level of the subject's aspiration and the objective status level of the father's or the mother's occupational aspirations for the subject. (This appears to indicate that, according to our subjects, all parents and all children in Mexico very much agree on what should be the occupational aspiration of the children.) However, when the objective status level of the subject's aspiration was compared with the status level of the father's actual job, it was found that this particular group of children stood second highest in aspiring to have a job of a higher status level than that of their father. They were second only to the upper-lower fourteen-year-old males. (This appeared to indicate the desire for progress on the part of these children.)

Social Attitudes Inventory

Earlier and repeated studies of adolescents in Mexico have lead us to believe strongly in the existence in this country of an accepted and generalized passive pattern of obedience, respect, deference and love to elders and to the main authorities with which children interact: parents and teachers. The total Passive Coping score of the Social Attitudes Inventory is for the most part related to this aspect of the active and passive syndromes. For the scores on the Social Attitudes Inventory, we predicted that the total Active Coping for Mexico would follow the growth developmental pattern; that the total Passive Coping would show no difference among the groups since all of them participate in this pattern in the culture; that the total Active-Defensive Coping would show also the pattern of developmental growth for Mexico; and that the total Passive-Defensive Coping would show the opposite of the pattern of developmental growth for Mexico.

These upper-lower ten-year-old boys were around the average in Active Coping, have no difference from any other group in Passive Coping, and are near the average in Active Defensive and in Passive Defensive.

Sentence Completion

This instrument provides a large number of scores relevant to the stages and emotional coloring of the coping sequence in regard to the areas of Task Achievement, Authority, Interpersonal Relations, Aggression, and Anxiety. Again, given the complexity of the composition of the scores in this particular instrument, we shall leave the bulk of the interpretive comments for the end of this section, particularly to the section devoted to the main effects and interactions.

In dealing with Aggression these children were lowest among the eight groups in Stance.

The attitude of all the children in the eight groups towards authority was derived from the responses that they gave to three stems of the Sentence Completion. These stems read: "When I see a policeman, I........", "Most teachers are ......," and "I believe that most adults are......" Almost cross-validating the results for the total score for Passive Coping, there was no one single statistically significant difference in the attitude of any of these groups towards authority and the means were generally high. The rest of the measures of Coping with Authority were derived from Stems 6, 11, 18, and 29 which scored the responses of the children to stems about their reactions when the parents made them angry, when people told them to do something, when the mother punished them, and when the father scolded them. There was nothing distinctive in the pattern of Coping with Authority for these children. They stood about the average in Stance and they rated about average with several other groups in Engagement, Coping Negative Affect and Neutral Affect towards Authority.

In their means for dealing with Anxiety they rated about average for all groups, on all scales.

Although all Mexican children show about the same amount of overt behavior in regard to dealing with the problems related to interpersonal relations, these children stood lowest in Stance towards interpersonal relations, and third lowest in Coping Effectiveness for this variable. The stems describing Task Achievement did not clearly differentiate these children from the other groups in regard to Stance, Engagement, Coping, etc.

Finally, the summary scores which describe their Attitude and Coping Behavior, from their responses to all the scaled items of the

Sentence Completion, revealed that these children received average scores on all Summary Scores, not differing significantly from other middle groups.

On the Parent/Child Interaction items, these children received the second highest score on general Parent/Child Interaction. It appears that from the vantage point of all of these children, mothers and fathers in Mexico have the very same attitude towards their children, that is, generally, quite positive.

Finally, in the Reality/Fantasy Achievement Discrepancy scale, these boys obtained the largest "negative" (and second largest absolute) discrepancy score of all eight groups. That is, these boys tended to a great degree to grossly overestimate their actual performance in their self-reports as obtained from Sentence Completion Task Achievement data. This score was significantly different from all other groups.

Story Completion

These boys were lowest of all groups on Story Eight (Aggression) and on Total Coping Effectiveness. They were second lowest on Story Ten (Mother's Authority) and Story Five (Anxiety). They were also second lowest of all groups on Sociability. On the Coping Style dimensions these boys were lowest of all groups on Initiation, Implementation, and Persistence.

Interpretive Comments

Seventy-five per cent of these boys attended a coeducational school and twenty-five per cent attended a boy's school. These schools are all public schools. In accordance with our predictive pattern, these boys had two strikes against them: they were ten-year-olds and belonged to the upper-lower class. But they did have a saving grace: they were males. These boys were doing very badly at school. Only the ten-year-old girls of the same social class were doing worse. Perhaps because of the demands that have been placed upon them to play properly their role as little males, they indulged in a great deal of self-deception. The rated themselves as the best of all in coping with fear. Taking the liberty to check on the TUKEY's distances, we found that they also differed significantly from the lowest group in considering themselves only second to the ten-year-old upper-middle children, as those who worked hardest at their lessons. With the same criteria they also appeared as second best in the BRS summary score. Thus, they considered themselves to be very excellent in getting along with teachers and grownups and in getting along with their peers.

Although they were average in coping with Task Achievement, they had the largest negative discrepancy in the Reality/Fantasy score, which indicated that most of this coping may be fantasy. In regard to Aggression, they did not know how to handle it, how to engage it or how to cope with it being lowest in Stance, next to lowest in Engagement, and third lowest in Coping. This, of course, in their own mind, should not necessarily disagree with their self-evaluation of a high ability to deal with aggression. The premises of the society in general, and particularly those of their peer society, may demand that they respond like males to aggression, that is to say, fighting back. They rated average in dealing with Authority. They did well by doing average for the eight groups in all the measures of Coping with Anxiety but they had the lowest score in Stance in regard to interpersonal relations with their peers and were third lowest in Coping Effectiveness. These relationships appeared to be mainly hostile and aggressive, which would not be probably far from the truth, since these little fellows are probably exercising themselves to become very much of a male (muy machos). In the Story Completion they were lowest in overall Coping Effectiveness with problems. Part of their difficulty may stem from the fact that they appeared to lack either imagination or readiness, and capacity to implement the solutions for the problems faced and had the lowest persistence of all. They did worst of all when they had to cope alone with an anxiety situation and they varied from lowest to second lowest in their overall capacity to cope with the problems set in their school, family, and life environment. In the affiliation-achievement situation, they were last for the Achievement and last in Affiliation. Comparing their self-ratings with all of these statements, one can easily see why they came out lowest in the Reality/Fantasy score. They certainly thought they could do a good deal better than what they were actually capable of doing. One should, however, not be too pessimistic about this picture. Actually, these children being ten-year-olds, and lower class, managed to rate average in 70 of the 108 variables.

These children, together with the upper-lower class ten-year-old females, were lowest in differentiation of the Occupational Values. Within their restricted range they came out in the comparison, as number one in Management and in Economic Returns. They would love to be able to command others and earn money. In a special study I have made of these Occupational Values, Management came out to be exclusively a lower-class Occupational Value and Economic Returns a lower class and masculine occupational value. They were second highest in

Prestige, Variety, Follow Father and Extrinsic Value score. Prestige is a masculine and lower-class value, Variety is a lower-class value with an involutional pattern and a feminine preference. Follow Father is middle class and masculine and the Extrinsic Value score is masculine and the only developmental value that they selected. Their picture is very much a masculine and lower class pattern of Occupational Values.

They appeared average in Educational and Occupational Aspirations and Expectations and second highest in their wish to do better than their fathers.

Summary of Scores

Aptitude and Achievement: second lowest on Math and GPA, third lowest on Raven, and fourth lowest on Reading. Highest self-rating on resistance to becoming upset.

Occupational Values: first in Management and Economic Returns; second in Esthetics, Prestige, Variety, Follow Father, and Extrinsic; lowest in Altruism, Success, Self-Satisfaction, Intellectual Stimulation, and second lowest in Intrinsic.

Occupational Interest Inventory: second highest "positive" discrepancy between father's occupation and own aspiration.

Social Attitudes Inventory: average on all scales.

Sentence Completion: lowest on Stance for Aggression, average on all Authority and Anxiety items; lowest on Interpersonal Relations Stance and third lowest on Coping Effectiveness; average on Task Achievement and Summary scores; second highest on general Parent/Child Interaction, and lowest "negative" discrepancy on Reality/Fantasy Achievement Discrepancy Scale.

Story Completion: lowest on Initiation, Implementation, and Persistence and second highest on Stance; lowest on Story Eight (Aggression) and Overall Coping Effectiveness, and second lowest on Story Ten (Mother's Authority), Story Five (Anxiety), and Sociability.

MEXICO TEN-YEAR-OLD UPPER-LOWER CLASS FEMALES

Aptitude and Achievement

These girls who, according to the generalized pattern hypothesis should have shown the lowest score in all developmental variables, appeared as second lowest on the Raven and in Reading and as the lowest only in GPA. Unexplainably they appeared as average in Mathematics (fifth lowest) for the eight groups.

Self-Behavior Rating Scales

In general these girls tended to rate themselves higher than their fourteen-year-old counterparts. The only distinctive feature to their self-rating BRS was that they rated themselves lowest in their ability to deal with authority figures.

Occupational Values

Following fairly closely the pattern for the upper-lower ten-year-old boys, these girls rated highest on the Esthetic Occupational Value, on Prestige and on Variety. They rated second highest in Management. They rated lowest on Creativity; second lowest in Altruism, Independence and Success; and third lowest in Intellectual Stimulation.

The range of their means in regard to the Occupational Values was second lowest for the eight groups and the hierarchy of interest within their group rated Intellectual Stimulation as the highest value, as did their male social classmates; Prestige second, but, unlike the males, Self-Satisfaction was third and Altruism fourth. The lowest values within this group were, for obvious reasons, Follow Father, Management, Independence, and Esthetics. To say that they were second lowest in range of means is actually to grossly exaggerate, since the upper-lower class boys had a range of four score points also, the difference being .08 score points in range. The comments regarding the difference between the developmental comparison and this within-group hierarchy of values, which were made for the previous group, very well apply here again. We would also like to make the statement, that the difference in satisfaction in the job between the boys and the girls, probably refers to the fact that the word "trabajo" stands for both the home chores, which women in Mexico quite deferentially attend to, and a job.

Occupational Interest Inventory and Educational Aspiration

As if to underline our hypothetical pattern for these Mexican groups, these girls were the lowest of the eitht groups on Occupational and Educational Aspiration and on Occupational Expectation. Like all other groups there were no discrepancies between their aspirations and their expectations or between the aspirations of the father or mother for the girl and her own aspirations. However, just as in the case of the boys in this social class, they ranked third on the discrepancy between their own aspiration and the actual objective level of the father's occupation

Social Attitudes Inventory

They were lowest of all groups in Active Coping and second highest of all groups in Passive-Defensive behavior.

Sentence Completion

In dealing with Aggression, these girls again resembled the boys from their same age and class as they were the lowest in Coping Effectiveness. In regard to dealing with parents and teachers (though these girls would probably show a great deal of overt problem-solving behavior when faced with the authority, having ranked number one in this respect among all eight groups), they rated lowest in Frequency of Neutral Affect and in Coping Effectiveness before the same authorities, and highest among all groups in Engagement and Negative Affect connected with authority. They also rated lowest in Effective Coping with anxiety, second highest in Negative Affect connected with anxiety and lowest again on Neutral Affect in the face of anxiety. Almost as if this instrument should portray their most negative, relative standings, they showed second lowest Stance, the lowest Coping Effectiveness and the highest Negative Affect, plus the lowest Neutral Affect in interpersonal relations with their peers. In dealing with the problem of Task Achievement these girls obtained average scores in all areas.

These girls obtained the second largest "negative" (and third largest absolute) discrepancy score on the Reality/Fantasy Achievement Discrepancy scale. They were surpassed only by the males of their own age and social class. Thus, like their male agemates, they tended to greatly overestimate their actual performance on their self-reports as obtained from the Task Achievement items of Sentence Completion data. Their meas score was significantly different from all other groups.

In the Summary, or total Scores, derived from all of relevant stems, we found the characterized as second lowest in Stance, and lowest in Total Positive Affect, in Total Neutral Affect and particularly as the lowest of all groups in Affective Coping before a variety of problems, as set by the stems of the Sentence Completion instrument. Finally, to cross validate some of these findings, they were number one among the eight groups in Total Negative Affect. On Parent/Child Interaction items, these girls received the highest general Parent/Child Interaction score and the highest score on Interaction with Father.

Story Completion

On the Coping Effectiveness ratings, these girls scored lowest of all groups on Story Five (Anxiety), thus resembling their male agemates of the same social class. They were third lowest on Total Coping Effectiveness. On the Coping Style dimensions, these girls scored second highest on Stance, but lowest on Engagement, and second lowest on Implementation and Persistence (again resembling their male agemates of the same social class on these last two scales).

Interpretive Comments

All of these girls attended coeducational public schools. These poor little tykes had three strikes against them. They were ten-year-olds, upper-lower class, and females. Of all the groups they were the ones that appeared to be doing worst at school. They were lowest of all groups in Occupational-Educational Aspiration and Expectation. But they did aspire for an occupation slightly higher than that of their father. For ten-year-olds their self-ratings were average, but they did consider themselves lowest in ability to deal with authority figures. These little women were the lowest in Active Coping, second highest in Passive-Defensive behavior. Their general picture of dealing with the problems set in the school and family and other environments was somewhat similar to that of the males of the same age and class but worse. In Task Achievement they appeared as average. They did badly in dealing with Aggression. Their dealing with Authorities, which was second lowest in Coping Effectiveness, was the worst with regard to Negative Affect. They were the worst in dealing with Anxiety, and although they would like to do well in relations with their peers, they were lowest in Coping Effectiveness and highest in the Negative Emotional flavor of their interpersonal relations. Their Summary Scores for the Sentence Completion showed them as second lowest in Stance, lowest in Positive Affect, lowest in Effective Coping for all the problems set and highest in Negative Affect. According to the Story Completion, when dealing with problems they would be the slowest at acting upon them, second lowest in implementing it, and they would be second lowest in persistence as well as the lowest in amount of positive affect connected with the solving of the problem. They, however, did appear not the lowest but third lowest in their overall ability to cope with the problems set in their environment. This rather discouraging picture, should not obscure the fact that these little girls were probably dealing with very difficult problems in an environment where boys are much more preferred than are girls. Furthermore, although their Fantasy/Reality Discrepancy score placed them second lowest, indicating that even with their low average to poor reactions to Task Achievement, they were still unrealistic in their achievement statements as they overestimated their actual achievement, which was the lowest. They did, on the other hand, tend to show a certain degree of insight. Witness to this is their self-rating as the poorest in their relationships with authority, which turned out to be very much cross-validated by many of the other scores. Finally, one must also indicate that in 60 of the 108 scores, they managed to mix within the average of all eight groups.

Their occupational evaluation placed them highest on Esthetics, a lower class feminine value; Prestige, a lower class involutional value; and Variety, a lower class feminine and involutional value. They were second in Management, a lower class value. So they wished to do pretty things, to be famous, to do lot of things and to command people. This, besides being lower class, "female-ish" and involutional, is as passive an array of occupational values as may be seen.

Summary of Scores

Aptitude and Achievement: lowest on GPA, second lowest on Raven and Reading and fourth lowest on Math. Lowest on Self-Rating for Authority.

Occupational Values: highest on Esthetics, Prestige, and Variety, second highest on Management; lowest on Creativity, second lowest on Altruism, Independence, Success, third lowest on Intellectual Stimulation.

Occupational Interest Inventory: lowest on Occupational Aspiration, Expectation and Educational Aspiration; third highest "positive" discrepancy between aspiration and father's actual occupation.

Social Attitudes Inventory: lowest on Active Coping and second highest on Passive-Defensive.

Sentence Completion: in Aggression area, lowest on Coping Effectiveness; in Authority, highest on Engagement and Negative Affect, lowest on Coping Effectiveness and Neutral Affect; in Anxiety, lowest on Coping Effectiveness, second lowest on Neutral Affect and second highest on Negative Affect. In Interpersonal Relations, lowest on Coping Effectiveness and Neutral Affect, second lowest on Stance, and highest on Negative Affect. In Task Achievement, average on all scales. On Summary Scores, lowest on Coping Effectiveness, Neutral Affect, and Positive Affect; second lowest on Stance, highest on Negative Affect. Highest on general Parent/Child Interaction and Interaction with Father. Second lowest "negative" score on Reality/Fantasy Achievement Discrepancy.

Story Completion: second highest on Stance, lowest on Engagement, second lowest on Implementation and Persistence, lowest on Story Five (Anxiety), and third lowest on Total Coping Effectiveness.

MEXICO TEN-YEAR-OLD UPPER-MIDDLE CLASS MALES

Aptitude and Achievement

Like little intellectual giants, these youngster of the upper-middle class stood in the first place in the Raven, fourth place of all groups in Math, second place in Reading and, again, second place in GPA.

Self-Behavior Rating Scales

As if they were inspired by their intellectual and their school achievements, these youngsters rated themselves as number one in Academic and in Nonacademic Achievement; as number one in ability to relate to their peers, in Self-Assertion and in ability to cope with aggression; and as second in the eight groups in their capacity to stand serene under stress. The picture is that of a kind of Nietzsche's super children. As a result of all of these high self-ratings, they stood also number one in the Self-BRS Summary Score. However, it would probably be definitely more reasonable to consider the Herman Witkin hypothesis and indicate that they possessed ex-ultant selves indeed, but still undifferentiated selves as compared with fourteen-year-olds.

Occupational Values

In their Occupational Values these youngsters stood number one only in Follow Father. They stood second in Creativity and third in Intellectual Stimulation. Among the groups they stood lowest in Management, next to lowest in Esthetics, and third lowest in Success and Variety. As a result they turned up as third highest in the Extrinsic Value score and third lowest in the Intrinsic Value Score.

These children stood highest of the ten-year-olds in the range of their mean scores for the 15 Occupational Values. Although, as we shall see later, they had a few fourteen-year-old type occupational values, most of their values fit the ten-year-old pattern of occupational evaluation. This is further strengthened when we look at the within-group high and low occupational values. The highest values for this group were Creativity, Intellectual Stimulation, Altruism, and Follow Father. Their lowest interests were Independence, Variety, Management and Esthetics.

Occupational Interest Inventory and Educational Aspiration

Unlike the rest of the ten-year-olds, these young boys stood second highest on Occupational Aspiration, Educational Aspiration, and Occupational Expectation. Although they occupied the third lowest position in the discrepancy between their aspirations and the real occupation of their parents, a look at their mean score (6.03) indicated that they were actually aspiring exactly to the level of occupation of their father's which, of course, cross-validates and ratifies their highest occupational value of following the example of the father. In all other discrepancies, these children were like all the other groups, with no discrepancy between the aspirations of their parents for themselves and their own.

Social Attitudes Inventory

Showing once more their active attempts at fourteen-year-old behavior, they were number one among the eight groups in Active Coping.

Sentence Completion

The Sentence Completion results showed an interesting pattern for these children. In the area of Aggression, they received the second highest score on Stance and the lowest score on Engagement. In the areas of Authority and Anxiety, their scores were all around average, not differing significantly from other groups. The same finging was observed for Interpersonal Relations and Task Achievement. Most interestingly, and probably expected from all the previous showing, they were very much around the average on all the Summary Scores for coping with all situations described in the stems of the Sentence Completion.

On the Reality/Fantasy Achievement Discrepancy scale, these boys had the lowest absolute discrepancy score of all groups, though the discrepancy score was "positive" and did significantly differentiate the group from all other groups. Thus, though their absolute discrepancy score was the smallest, they still tended to underestimate their actual performance to a considerable degree. This is due to their rather high standing on most of the aptitude and achievement measures compared to their average scores on the Task Achievement items of the Sentence Completion.

They, finally, appeared in the Parent/Child Interaction scores for the Sentence Completion as having the highest Self-Image score and the second highest in Interaction with Father.

Story Completion

On the Coping Effectiveness ratings, these boys stood lowest of all groups on Story Two (Father's Authority), Story Ten (Mother's Authority), and were second lowest on Story Eight (Aggression) and Story Seven (Interpersonal Relations). They were also second lowest on Total Coping Effectiveness. However, they were highest of all groups on Story One (Academic Task Achievement).

On the Coping Style dimensions, these boys were third lowest on Stance and lowest on "Affect Tone 2nd" (associated with Outcome).

Interpretive Comments

These children gave the picture of an alert, enthusiastic lot, one that is certainly trying to live up to the demands that the society puts upon them. They gave allegiance to all of them, including those that imply a great deal of parental overprotection, and in their behavior in coping with aggression, they were showing again very likely the kind of behavior that is highly expected in the society of a little male, a good amount of "machismo". In a paper written long ago, I said that little boys in Mexico should be very masculine but not as masculine as their father. These upper-middle ten-year-old boys appeared to be trying to be at least as masculine as their father, if one considers their reactions to the parent's advice for the Story Number Two, together with the very high admiration, identification, and the amount of interest that they show for the behavior of the male parent. In their quest they have gained the most developed pattern of behavior of the ten-year-olds.

Summary of Scores

High Aptitude and Achievement: first place in Raven, fourth place in Math, second place in Reading, and second place in GPA. Self-Ratings: number one in Academic and Nonacademic Achievement, number one in Relations with Peers, in Self-Assertion, in Coping with Aggression; second in serenity before stress, and number on in BRS Summary Score.

Occupational Values: first in Follow Father, second in Creativity, third in Intellectual Stimulation, lowest in Management, next to lowest in Esthetics, third lowest in Variety. Third highest in Extrinsic Value, third lowest in Intrinsic Value. Within group highest values: Creativity, Intellectual Stimulation, Altruism and Follow Father. Lowest: Independence, Variety, Management and Esthetics.

Occupational Interest: second highest in Occupational Aspiration, Educational Aspiration and Expectations. They aspired to the same job level as their father, though the discrepancy was the third lowest "negative" discrepancy.

Social Attitudes Inventory: number one in Active Coping.

Sentence Completion. Aggression, second lowest in Stance and lowest in Engagement; average in Authority, Anxiety, and Interpersonal Relations, average in Task Achievement and average in the Summary Scores; number one in Self-Image and second highest in positivity of interaction with Father; fourth highest Positive Discrepancy Score in Reality/Fantasy Achievement Discrepancy score.

Story Completion: Story One, number one in Coping with Achievement; third lowest on Stance, lowest in Overall Positive Affect Tone with Outcome, second lowest Coping with Aggression; lowest in Following Advice of Father on playing in the street, and on the Mother Authority item, second lowest in Story Seven, dealing with Interpersonal Relations; and second lowest in Total Coping Effectiveness.

MEXICO TEN-YEAR-OLD UPPER-MIDDLE CLASS FEMALES

Aptitude and Achievement

Like their male social classmates, these little girls distinguished themselves among eight groups in their Aptitude and Achievement scores. They rated fourth in the Raven, first in Mathematics, fourth in Reading and first in GPA of all eight groups.

Self-Behavior Rating Scales

Although within the average of means in Self-Ratings for the ten-year-olds, these girls rated themselves first only in dealing with teachers and other grownups.

Occupational Values

With regard to the Occupational Values, they rated themselves highest in Self-Satisfaction, Surroundings and Associates, placing a high premium on the environment in which they work and the people with whom they work. They ranked lowest in their interest in Prestige, Economic Returns and Independence, and second lowest in Creativity. They were average with regard to their Intrinsic and Extrinsic Value scores.

The range of their mean scores for the 15 values is average, and within their group the chose mainly the first four values within the hierarchical organization of values which was shown by the lower-class ten-year-old girls. Number one interest, however, for these girls was Altruism; in second place was Intellectual Stimulation; third place Self-Satisfaction in the job and in fourth Success. Their lowest occupational Values were different from their ten-year-old female counterparts: Management, Economic Returns, Independence, and Esthetics.

Occupational Interest Inventory and Educational Aspiration

While their Aptitude and Achievement scores very much mirrored the interest and enthusiasm in their studies shown by the upper-middle ten-year-olds in the occupational interest and in their educational aspirations, these girls betrayed the feminine pattern in Mexico. More and more we feel this pattern to be responsible for the generalized lower achievements, lower intellectual capacity and lower ability to cope with several aspects of the environment, that is typically shown in the Mexican society by its female representatives. This is, indeed, the very feminine pattern that the society almost commands them to follow and which they, for reasons that should be studied further, seem to accept and follow with great enthusiasm. Thus, while their male counterparts were second in Occupational Aspiration and Expectation and in Educational Aspiration, these little girls were second lowest on Occupational and Educational Aspiration and third lowest in Occupational Expectation. As expected, they were the lowest of all eight groups in the discrepancy between their educational aspiration and the actual occupational level of their fathers. It is very much as if they might be thinking, "In relation with my father, I want to be exactly in the same position as my mother is."

Social Attitudes Inventory

Their dependent and feminine pattern began to unfold as they responded to the Social Attitudes Inventory where they appear lowest in Active-Defensive Behavior and third lowest in Passive-Defensive Behavior.

Sentence Completion

Their delicate, feminine, dependent outlook was portrayed by their answers to the Sentence Completion. They appeared as first in Negative Affect for situations of aggression and as lowest in Neutral Affect for these same situations. Their feminine desire for sociability appeared as they rated number one in Positive Attitude towards interpersonal relations with their peers, but these little tykes were only third lowest in Coping Effectiveness in that area. Where their attitude of remaining non-competitive, dependent and sweet females reached its highest and its most negative expression for their academic future, was in the reactions to the stems on Task Achievement. They were lowest in Stance, Engagement and Coping Effectiveness and highest in Negative Affect connected with achievement as well as lowest in Neutral Affect. Finally, although their attitude with regard to all of the problems set by the stems of the Sentence Completion was the highest, they came out second lowest in Total Coping Effectiveness and second lowest in Neutral Affect, apparently indicating that (like their little female classmates of the upper-lower class) their wish to remain serene in the midst of their circumstance is only a wish. Furthermore, their total frequency of Negative

Affect, which places them second highest among eight groups, betrays that although they were trying hard and willingly at their role, they frequently reacted with Negative Affect, which might either indicate that they were not as at ease as they would have liked to be, or that to show Negative Affect in regard to a number of situations was another way of being feminine. Finally, their actual achievement was high while their attitude towards achievement was negative Thus, on the Reality/Fantasy Achievement Discrepancy scale, these girls received the highest "positive" (and highest absolute) discrepancy score of all groups. Thus, they tended to grossly underestimate their actual performance in their self-reports as obtained from Sentence Completion Task Achievement data. This very much portrays their quest. They could and had the capacity to achieve but in order to be feminine, they needed to have a negative attitude towards achievement. On the Parent/Child Interaction scales, these girls received the third highest score on general Parent/Child interaction and on the Interaction with Father scales.

Story Completion

On the Coping Effectiveness ratings, these girls stood highest of all groups on Story Four (Interpersonal Relations). However, they were lowest on Story Seven (Interpersonal Relations) and third lowest on Story Five (Anxiety). On the Coping Style dimensions, they were third highest on Stance, but second lowest on Engagement.

Interpretive Comments

We have made, as it really seemed better, interpretive comments along with the description of the results in this group. We should further comment on the feminine pattern in Mexico. It is favorable for our instruments and for our scoring system that it should so well distinguish the female from the male pattern in the Mexican society, and the middle from the lower class pattern. It may be easily said that it is very seldom that one can find, in a representative group for a class, that their actual achievement is higher than their verbal statements and expectations. There was a trend in all of these middle class Mexican females to score precisely in this way. The comparison among these little ten-year-old middle-upper class females and the males, particularly the lower class males, of our study showed them as talking much less about what they were going to do than what they did, while the boys talked far more about what they actually did accomplish. It is certainly magnificent to see the tremendous impact that the soci-cultural premises of a culture will have upon the behavior, and the modeling of the personality of the individuals. Here, beautifully illustrated, we have the tremendous efforts of the females of Mexico, fundamentally those in the middle-class, to femininely accomodate the bragging behavior of the male with their consistent self-denial. But what is of great concern for the future of the Mexican economy and of the Mexican female, is that as time goes on, this generalized attitude to abnegate and appear less capable than the male apparently does effectively interfere with the natural development of their potentialities. This is, I believe, one of the important problems of Mexico, at the present, and for the future.

Summary of Scores

Aptitude and Achievement: they were high, fourth in Raven, first in Mathematics, fourth in Reading, first in GPA.

Self-Ratings: average for ten-year-olds, first in dealing with teachers and adults.

Occupational Values: highest on Altruism, Self-Satisfaction, Surroundings and Associates; lowest in Prestige, Economic Returns and Independence; second lowest in Creativity; average in Intrinsic and Extrinsic Values. Within group: highest Altruism, Intellectual Stimulation, Self-Satisfaction, and Success; lowest in Management, Economic Returns, Independence, and Esthetics.

Occupational Interest: second lowest on Occupational and Educational Aspiration, third lowest in Occupational Expectations, lowest in discrepancy with father's job.

Social Attitudes Inventory: lowest in Active-Defensive, third lowest in Passive-Defensive.

Sentence Completion: first in Negative Affect and lowest in Neutral Affect for Aggression but highest on Engagement; lowest in confronting Anxiety and second lowest in Coping Effectiveness; highest in Negative Affect and lowest in Neutral Affect for it; highest in Positive Attitude towards interpersonal relations; second lowest in Coping Effectiveness for it. Task Achievement: lowest in Stance, Engagement, Coping Effectiveness, and in Neutral Affect; highest in Negative Affect. Highest in Positive Attitude over all problems. Second lowest overall Coping Effectiveness, second lowest Neutral Affect, second highest Negative Affect, lowest Stance. Number one in Reality/Fantasy Achievement Discrepancy. Did far better than they say they did. Third highest on Parent/Child Interaction and on Interaction with Father.

Story Completion Scales: third highest in Stance but second lowest score in Engagement; third lowest in Coping with Anxiety;

number one in coping with one interpersonal relations problem but last in coping with the peer problem in Story Seven.

MEXICO FOURTEEN-YEAR-OLD UPPER-LOWER MALES

Aptitude and Achievement

These boys stood fairly much at the average in Aptitude and Achievement for the eight groups although they were below the ten-year-old upper-middle boys and girls in the Raven, in Mathematics, in Reading, and in the GPA.

Self-Behavior Rating Scales

On Self-Rating these youngsters described themselves as the most easily upset of all groups if things should go wrong. They were not significantly high or low on any of the other self-ratings.

Occupational Values

In this instrument these youngsters appeared as number one in Creativity. They appeared as third lowest in Follow Father, contrasting with their male peers of the upper-middle class who were third highest. For all the other occupational values they stood distinctively around the mean value for all groups. However, on the Intrinsic versus the Extrinsic Value scores, they rated second highest for the Intrinsic Value score and second lowest for the Extrinsic one. That is, they much preferred as a group the values of Altruism, Esthetics, Independence, Management, Self-Satisfaction, Intellectual Stimulation, Creativity, and Variety over the values of Success and Accomplishment, Security, Prestige, Economic Returns, Surroundings, Associates, and Follow Father. There was some indication that they had a preference for an idealistic pattern over a pragmatic one, which should be explored further in their full profile for the hundred and eight variables of this study.

Between groups they stood at the average in the range of their mean scores and within their group they had the following hierarchy of values: the first ranked was Creativity, followed by Intellectual Stimulation, Success, and Self-Satisfaction. The lowest values were Variety, Independence, Follow Father, and Esthetics. Once more, the intra-group pattern gave a different picture than the one given by their position in comparison to the other seven groups except for their Intrinsic Value standing. Of course, both are real situations and it only indicates that no matter what values within a group are considered high and low, as they are compared with the intensity of the occupational evaluation of other groups, the individual group is placed in a different light in the comparison. In some ways it is pretty much like the situation of my son Rolando, who is the tallest of his class but the shortest of the school's basketball team.

Occupational Interest Inventory and Educational Aspiration

These boys were third highest on Occupational Aspiration and Expectation and on Educational Aspiration. They were third only to their peers, the fourteen-year-old males, of the upper-middle class, and to the little giants, the ten-year-old males of the upper-middle class. As expected, they had the highest discrepancy of all eight groups between their Occupational Aspiration and the real status level of their father's job, and they showed the same pattern as all the other Mexican children regarding the other scores on this test.

Social Attitudes Inventory

They were near the average of all of these scales and only third highest on the Passive-Defensive Score.

Sentence Completion

They were average in scores for all the items dealing with aggression, but they were second highest in coping effectively with authority, second lowest in Negative Affect in the face of authority and second highest in Neutral Affect in the face of authority. In dealing with anxiety, they appeared as second highest in Coping Effectiveness, second lowest in Negative Affect, and second highest in Neutral Affect. It would therefore appear that these particular children felt quite capable of dealing with problematic situations and were actually only second in this ability to their peers, the fourteen-year-old males of the upper-middle class. They were again only second to their upper-middle peers in Stance and Coping Effectiveness in dealing with other boys in interpersonal relationships. Again, being outscored by their male counterparts, they were second in Stance and Coping Effectiveness with Task Achievement, but appeared first on Engagement, that is to say, they showed more overt problem solving behavior than the upper-middle males in their age group. Finally, in the Summary Scores they appeared as having second highest confronting stance before all the problems. They were also second highest in Total Frequency of Neutral Affect and second highest in Total Coping Effectiveness in the face of the problems presented to them by the stems of the Sentence Completion test. These boys did not differ significantly from other groups on any of the Parent/Child Interaction scales. However, these boys received a "negative" discrepancy score on the Reality/Fantasy Achievement Discrepancy scale. This discrepancy score was significantly different from all groups with "positive" discrepancy scores. Thus, these boys, in their self-reports obtained from Sentence Completion data, tend to overestimate their actual academic performance.

Story Completion

On the Coping Effectiveness ratings, these boys were second highest on Story Ten (Mother's Authority) and on Total Coping Effectiveness, and were third highest on Story Five (Anxiety). On the Coping Style dimensions, these boys differed only on Engagement, where they scored second highest.

Interpretive Comments

The most dramatic single aspect in the results of this group is that they stood so low in the Reality/Fantasy Discrepancy. This was due to their low reading ability and to their extremely high ability--only comparable with that of their agemates of the middle class--to cope adequately with the manifold problems that are set in their environment, the classroom, the family, the play yard. Part of the reason for this large discrepancy may be due to the coping item for most of the fourteen-year-old population compared with the ten-year-olds, but one cannot but stress the large difference there is between these boys' general ability to deal with problems and the extremely low aptitude and achievement scores that they produced. The fact that they may have been given to fantasy and, to a certain extent, to bragging and to daydream wish fulfillment comes also partially from their selection of occupational values. Their number one occupational value I consider is unrealistic for them, "Work in which you could make or invent new things," since they were actually so low in the aptitude and achievement scores. This gives one the feeling that they thought that one could invent or produce great things without any effort. Their selecting the Intrinsic over the Extrinsic Occupational Value also appears unnatural and unrealistic. Their thin skin, most easily upset when things go wrong, may be partially produced by this discrepancy of high expectations and low product in the school setting. A good mental health program at the State High Schools might help greatly in inducing insight upon their quest. We should also remember that these children are under very high pressure to do better than the father, and perhaps to help the father and the family in the future. Another fact that may have to do with their tremendous Relaity/Fantasy Discrepancy is that although they are already mature in many respects, the school situation may not provide the adequate challenge, or rather, and even better, the appropriate type of environment for inducing them to greater efforts in the area of achievement.

Summary of Scores

Aptitude and Achievement: average but lower than the ten-year-olds, upper-middle in Raven, Mathematics, Reading, and GPA, receiving third lowest score in Math and Reading and fourth lowest score on the Raven.

Self-Ratings: average but most easily upset of all groups if things should go wrong.

Occupational Values: average but number one in Creativity, third lowest in Follow Father; second highest for the Intrinsic value; second lowest for the Extrinsic. Within groups, first values Creativity, Intellectual Stimulation, Success and Self-Satisfaction in the job; lowest for Variety, Independence, Follow Father, and Esthetics.

Occupational Interests: third highest on Occupational and Educational Aspirations and Expectations; highest positive discrepancy with the father's job.

Social Attitudes Inventory: average, third highest on Passive-Defensive score.

Sentence Completion: Aggression--average; Authority--second highest in coping; second lowest in Negative Affect and second highest in Neutral Affect; anxiety--second highest in Neutral Affect; Interpersonal Relations--third highest in coping with peers; second highest in Stance. Task Achievement--average in everything. Summary Scores--second highest confronting Stance, second highest Neutral Affect, second highest Total Coping, third lowest in Reality/Fantasy Achievement Discrepancy, relatively low ability to read, high ability to answer intelligently the achievement items; Parent/Child Interaction Items--average.

Story Completion: second highest overall immediacy of engagement. Second highest Overall Coping; second highest in coping with unjust punishment; and third highest in coping with anxiety.

MEXICO FOURTEEN-YEAR-OLD UPPER-LOWER FEMALES

Aptitude and Achievement

Regarding Aptitude and Achievement, this group showed the saddest picture of them all. These girls were lowest in the Raven, lowest in

Mathematics, lowest in Reading and although there was no significant difference, they appeared lowest among the fourteen-year-olds in GPA.

Self-Behavior Rating Scales

Their self-ratings, which were on the average the lowest given by any of the groups, may in part reflect a realistic appraisal of their low situation in regard to aptitude and achievement. They were lowest in self-evaluation for Task Achievement, lowest in self-evaluation for their ability to deal with peers, lowest in self-assertion, that is to say, they are the ones that fight the least to get their own way, showing a great deal of passivity, and they were lowest in Coping with Aggression and in the Summary Score of the Self-BRS.

Occupational Values

Their selection regarding the Occupational Values showed them as leading all other groups in their preference for Success, for Security, second highest in Intellectual Stimulation and third highest in Variety. In comparison with the other groups they were second lowest in their interest in Prestige and lowest in Follow Father (obviously). Immediately after their social classmates in the fourteen-year-old groups, they were third highest in Intrinsic Value preference and third lowest in Extrinsic Value preference.

Turning now to the within-group rankings of values, their most frequently chosen value was Success and Accomplishment, followed by Intellectual Stimulation, Altruism, and Creativity. Their least frequently chosen value was that of Follow Father (which was identical to their between-group rating for that value) followed by Esthetics, Independence, and Associates.

Occupational Interest Inventory and Educational Aspiration

These girls appeared third lowest in Educational and Occupational Aspiration and second lowest in Occupational Expectation (perhaps another reference to their crude realism, which we have seen in their selection of Security as one of their Occupational Values). This may also indicate something that we may check with later variables, a certain depressive attitude about life. They were at the average of the discrepancy between their aspirations and the father's real occupation, indicating from their raw score that they did aspire to something a little more than the real occupation pursued by their father.

Social Attitudes Inventory

Their own life pattern continued to acquire body as we found them second lowest in Active Coping and first in Passive-Defensive behavior.

Sentence Completion

They remained near the average in their dealings with aggression but were the lowest of all groups in their confronting stance to authority, the lowest in Engagement, the second lowest in Coping Effectiveness, second highest in Negative Feeling tone, and second lowest in Neutral Affect. This may be another confirmation of their realistic attitude and of their depressive outlook. These girls were prompted to have the highest amount of criticism towards their career of study from their upper-lower class fathers who might perceive there a female threat to their authority. They may also have a tough life at their school with the usual male teachers of the secondary schools. In dealing with anxiety they stood very much at the average score. They showed the lowest positive attitude towards relationships with their peers. This may again be a realistic reaction. My son, Rolando, tells me that girls in the State High School receive rough treatment from the fourteen-year-old upper-lower class boys. (Most of these girls attended mixed high schools.) However, they remained average in their interpersonal interactions with their peers and mainly near the average in their dealings with Task Achievement, except for scoring highest on Engagement but lowest on Frequency of Positive Affect in relation to the problems set by Task Achievement, the first real score indicating a certain depressive attitude. They remained average for all the Summary Scores for the eight groups. These girls received a "negative' discrepancy score on the Reality/Fantasy Achievement Discrepancy scale which was very similar to the score received by their male agemates of the same social class. This indicated thatin spite of the fact that they were only average with regard to Coping with Task Achievement, their real accomplishment was still a little less than their fantasy achievement. Thus, they tended to overestimate their actual performance. This may explain why they were lowest on Frequency of Positive Affect regarding Task Achievement. On the Parent/Child Interaction items, these girls received the third lowest score on both general Parent/Child Interaction and on Interaction with the Father.

Story Completion

On the Coping Effectiveness ratings, these girls stood highest on Story Two (Father's Authority), second highest on Story Eight (Aggression), and third highest on Total Coping Effectiveness. They were lowest of all groups on Sociability and highest of all groups on Attitude Toward Authority (in line with their high standing on Story Two). On the Coping Style dimensions, these girls were highest of all groups on Stance, but did not differ on any other coping style.

Interpretive Comments

This group of girls did not present a very consistent picture across the Sentence and the Story Completion. The picture they gave in the Story Completion was better than that indicated by the Sentence Completion. Previous studies utilizing the sociocultural premises of the Mexican family, have shown that girls similar in social standing to our subjects, and attending the mixed public high school in the Federal District, were far more "modernistic" than their counterparts, girls of the same social class who attend public high schools for girls alone. In our results in general our type of girls disagreed more often than the more conservative with the traditional premises of the Mexican family and socioculture. These girls after all are not going to high school in order to become more polished, to become better mothers to children, but definitely in order to improve their economic standing. However, even in this undertaking, they appeared to be caught in conflict. Unlike the girls in the upper classes, these girls were the lowest in Aptitude and Achievement, ranking the eighth place in the Raven, Mathematics, and Reading. Then perhaps partly because of their feministic self-denial and partly as a realistic reaction to their very low aptitude and achievement, they rated themselves lowest of all groups in the Self-BRS.

As they dealt with the occupational values, they suddenly became quite realistic and their highest preferences were Success and Security, but combined with a series of other values that in the end almost equalized their Intrinsic and their Extrinsic Value preferences, although giving a certain headway to the Intrinsic. The fact that they were second lowest in Active Coping and first of all in Passive-Defensive Coping, showed them almost more lower-class "female-ish" than the ten-year-olds. Although they were third lowest on Educational and Occupational Aspiration, they were second lowest on Occupational Expectation In this sense, they appeared to be more ready to accept reality to a point that they may become even pessimistic, and slightly depressive. Perhaps as expected from their sociocultural rebellion, they had the greatest difficulties in dealing with authority. Although the Sentence Completion shows them in a female role similar to that which we have seen for the upper-middle ten-year-old, they seemed to deviate from this pattern in the Story Completion and showed themselves more resilient and more capable of dealing with things as they are and with the environment in which they live. This, both in regard to their parents and their peers, is probably one of the toughest of them all. In short, here is the picture of a conflicted female who tries, as a capable and realistic coper, to be a career woman and at the same time, a Mexican female. Unfortunately, to compound her problems, she lives in a reality that she accepts and she doesn't do very well in her achievement.

Summary of Scores

Aptitude and Achievement: lowest in Raven Mathematics, and Reading.

Self-Behavior Rating Scales: lowest on Academic Task Achievement, Interpersonal Relations, Self-Assertion, Coping with Aggression and the Summary Score.

Occupational Values: highest on Success and Security, second on Intellectual Stimulation, and third on Variety and Total Intrinsic. Lowest on Follow Father, second lowest on Prestige and third lowest on Total Extrinsic.

Occupational Interest Inventory and Educational Aspiration: second lowest on Occupational Expectation and third lowest on both Occupational and Educational Aspiration. Fourth highest on discrepancy between Father's occupation and own Aspiration.

Social Attitudes Inventory: highest on Passive-Defensive and second lowest in Active Coping.

Sentence Completion: lowest on Authority, Stance and Engagement, second lowest on Coping Effectiveness and Neutral Affect, and second highest on Negative Affect. Lowest on Interpersonal Relations Attitude. Highest on Task Achievement Engagement and lowest on Positive Affect. Third lowest on Parent/Child Interaction and Interaction with Father. Fourth lowest on the Reality/Fantasy Achievement Discrepancy score.

Story Completion: Highest on Stance, Coping Effectiveness with Father's authority and Attitude Toward Authority. Second highest in Coping with Aggression and third highest in Total Coping Effectiveness. Lowest on Sociability.

MEXICO FOURTEEN-YEAR-OLD UPPER-MIDDLE CLASS MALES

Aptitude and Achievement

These boys stood the highest of all groups on Reading Achievement. They were the second highest on Math Achievement and highest of all fourteen-year-old samples. On the Raven they received the third highest score and they did not differ significantly from other fourteen-year-old groups on Grade Point Average.

Self-Behavior Rating Scales

In regard to self-ratings, they stood at the average for their fourteen-year-old counterparts on all items.

Occupational Values

Their vocational impulses placed them first of all groups in Independence. They were third in their preference for Success and in Follow Father, and they were second lowest in Intellectual Stimulation, lowest in Esthetics, Surroundings, and in Variety. They ranked the lowest in the Intrinsic Value score and highest on the Extrinsic Value score. That is to say, they definitely preferred the pragmatic values of Success and Accomplishments, Security, Prestige, Economic Returns, Associates, and Follow Father.

Occupational Interest Inventory and Educational Aspiration

These boys were first in Occupational and in Educational Aspiration as well as in Occupational Expectation. As for all the other Mexican groups there was no discrepancy between their aspirations and their expectations. They stood at the average in the discrepancy between their father's real occupation and their aspiration, indicating that they were aspiring to a job or occupation as high as the one their father had.

Social Attitudes Inventory

The Social Attitudes Inventory described them beautifully as second highest in Active Coping, highest in Active-Defensive and eighth or lowest in Passive-Defensive patterns of behavior.

Sentence Completion

In dealing with aggression they stood number one in confronting Stance with aggression and number one in Effective Coping, lowest in Negative Affect and highest in Neutral Affect. Indeed they showed the most mature pattern of all groups in dealing with aggression.

The same pattern repeated itself when they were dealing with authority: They were number one in Confronting Stance before authority, number one in Effective Coping, lowest in Negative Affect and highest in Neutral Affect. Their attitude in the face of anxiety was a carbon copy of the previous one, highest in confronting Stance, highest in Coping Effectiveness, lowest in Negative Affect, and highest in Neutral Affect. Although it began to appear impossible, they stood in the same positions for the same variables with regard to their handling of relationships with their peers. What can a writer say, when the same variables appeared again for Task Achievement giving them highest confronting Stance, highest Coping Effectiveness, lowest Negative Affect and Highest Neutral Affect? The only thing one can add is that there was one more variable, the Frequency of Positive Affect and that as expected, they stood number one in the Frequency of Positive Affect in regard to situations of task achievement.

It is a mere ritual to indicate that in the summary score they stood number one in Overall Confronting Stance, number one in Total Frequency of Positive Affect, number one in Total Frequency of Neutral Affect, number one in Overall Coping Effectiveness, and lowest of all in the Total Frequency of Negative Affect connected with the dealing of problems. Finally, they were number three in Positive Discrepancy between Reality and Fantasy, with a score of 3.56, indicating a higher reading ability than indicated by their very high coping effectiveness in dealing with the achievement problems as set by the Sentence Completion.

In the Parent/Child Interaction scales, they stood lowest in general Parent/Child Interaction and in the Interaction with Father scales.

Story Completion

On the Coping Effectiveness ratings, these boys stood highest of all groups on Story Eight (Aggression), Story Five (Anxiety), Story Seven (Interpersonal Relations), and on Total Coping Effectiveness. They were second highest of all groups on Sociability. On the Coping Style dimensions, they stood lowest on Stance, but highest on Engagement and Initiation, and second highest on Implementation and Persistence.

Interpretive Comments

There is very little that one can add to the description of this group and to the interpretive comments contained in the description. This was a very masculine, very middle-class, and the most mature group of them all with regard to the entire design of 108 variables. We have questioned (when we discussed the upper-lower fourteen-year-olds) the ability of some of our instruments to discriminate between intellectual capacity, or mere "smartness," and emotional capacity to deal with the problems set. Now we have to accept, on the evidence of the results of this particular group, that they were certainly far ahead of the fourteen-year-olds in the comprehensiveness with which they dealt effectively with problems, and with a very positive emotional tone, with each one of the problems set in the very extensive list proposed by our instruments of measurement. Furthermore, these individuals are consistent, there was not one single test in which most of their answers could not be considered superior. This, furthermore, goes very well with out pattern hypothesis. They had all three advantages: older, middle-class and male. For these eight groups in our society, they almost became the standard of excellence for behavior. It is in this type of context that one might ask interesting questions such as: "Since the Social Attitudes Inventory portrayed them as second highest in Active Coping and first in Active-Defensive, as well as lowest in Passive-Defensive behavior, does this mean that this profile characterizes the optimum way, or the most desirable one, within the age range we have been testing?" "To what extent does this test profile also characterize the most efficient and mature individuals of these ages in other countries?"

Summary of Scores

Aptitude and Achievement: third highest in Raven, second highest in Mathematics, highest in Reading, average in GPA. Self-Ratings: average on all items.

Occupational Values: first in Independence, third in Success and Follow Father, lowest in Esthetics, second lowest in Intellectual Stimulation, lowest in Surroundings and Variety, lowest in Intrinsic Value

Occupational Interests: first in Occupational and Educational Aspiration and Expectation, no discrepancy with father's job.

Social Attitudes: second highest in Active Coping, highest in Active-Defensive, and lowest in Passive-Defensive

Sentence Completion: Aggression - first in confronting Stance and Effective Coping, lowest in Negative Affect, highest in Neutral Affect; Authority - the same as for Aggression; Anxiety - the same; the same in relations with their peers; the same in Task Achievement plus highest Frequency of Positive Affect; Summary score - first in Overall Confronting Stance, in Frequency of Positive Affect, in Frequency of Neutral Affect, and in Overall Coping Effectiveness, lowest Frequency of Negative Affect with the problems; Reality/Fantasy number three in positive discrepancy; high reading ability, higher than their very high Coping Effectiveness; strangely, lowest in Attitude; Parent/Child Interaction - lowest in general Parent/Child Interaction and in Interaction with Father.

Story Completion: Story 1: lowest in immediacy of confrontation; second highest in Sociability, number one in Overall Engagement, in Initiation; number two in Implementation and in Persistence; number one in Overall Coping Effectiveness; first in Coping with Aggression and with Anxiety and first in solution of conflict with peers.

MEXICO FOURTEEN-YEAR-OLD UPPER-MIDDLE CLASS FEMALES

Aptitude and Achievement

These fourteen-year-old girls, like their ten-year-old upper-middle class female counterparts, stood high on Aptitude and Achievement, registering second highest in the Raven, third highest in Mathematics, third highest in Reading and average in GPA for the eight groups.

Self-Behavior Rating Scales

With regard to the self-rating, in a pattern that slightly resembled the self-devaluation of the fourteen-year-old upper-lower females, they rated themselves lowest on Nonacademic Task Achievement and second lowest in their resistance to becoming upset.

Occupational Values

These girls were highest of all groups in their desire for Intellectual Stimulation. They were second highest in Altruism, Success, and Independence. They were lowest of all groups in preferring Security, Associates, and second lowest in Management, Variety and Follow Father. These sort of preferences placed them as number one among all groups with regard to Intrinsic Value score and lowest with regard to Extrinsic value score.

The range of their means across the values was third in the eight groups and the hierarchy of values within their group placed Intellectual Stimulation, Success, Altruism, and Creativity as the four highest, and Management, Variety, Follow Father, and Esthetics as the lowest.

Occupational Interest Inventory and Educational Aspiration

Not as low as their ten-year-old upper-middle class female counterparts, not even as low as the fourteen-year-old upper-lower girls, these young ladies, however, remained at the average for all eight groups with regard to Occupational and Educational Aspiration and Expectation. They were, furthermore, second lowest in discrepancy between their aspiration and the occupation of their father, that is to say, their own aspiration was significantly below the position of their parents, relative to the other groups.

Social Attitudes Inventory

On the Social Attitudes Inventory, they remained aroung the average for Active and Passive Coping and for Active-Defensive and they were second lowest in Passive-Defensive behavior. Given their age and their social position, they were below the usual expectations in their scores in Active and Passive Coping but confirmed our expectations for the behavior of a Mexican female, with the exception of the fact that they were second only to the fourteen-year-old upper-middle males in Passive-Defensive. Perhaps in order to understand the meaning of active and passive behavior, we should reproduce here two of the items of the test. Item 21 says: "Tom's teacher threatens to punish him. In his place I would........" 1. Try to find why the teacher was cross (Active Coping), 2. Feel upset (Passive-Defensive), 3. Do exactly what I was told (Passive Coping), and 4. Get very angry (Active Defensive).

Another example would be Item I. "John and his parents do not always agree. In his place I would........" 1. Try to explain my point of view (Active Coping), 2. Think over what my parents have said (Passive Coping), 3. Go to my room and sulk (Active-Defensive), and 4. Take no notice and go my own way (Passive-Defensive)

Sentence Completion

In Confronting Stance in the face of Aggression, these girls rated second in all groups. In this area they competed very well with their male classmates. However, in dealing with authority, they only rated about average on all the variables and this pattern was repeated regarding their dealing with anxiety. The same was true when they were dealing with problems in the area of interpersonal relations. The only exception was that they rated second highest among the eight groups in Coping Effectiveness in interpersonal relations with their peers. They also rated around average in all Task Achievement variables. The same mediocre showing (in the right sense of the word mediocre) was shown in the Summary Scores for the Sentence Completion. Finally, since they had the second highest "positive" discrepancy score in Reality/Fantasy Achievement Discrepancy scale, this means that they were second among the eight groups in doing better in achievement than what their responses to the Sentence Completion regarding task achievement might have induced one to believe.

On the Parent/Child Interaction scales, these girls received the lowest score on Self-Image, and the second lowest score on general Parent/Child Interaction and Interaction with Father scales.

Story Completion

On the Coping Effectiveness ratings, these girls stood highest on Story Ten (Mother's Authority), and second highest on Story Five (Anxiety) and Story Seven (Interpersonal Relations) However, they were lowest of all groups on the other Interpersonal Relations Story (Story Four), and on Story One (Academic Task Achievement). They stood highest of all groups on Sociability and lowest of all groups on Attitude Toward Authority (from the father Authority Story Two). On the Coping Style dimensions, these girls were second lowest on Stance, but highest on Implementation, "Affect Tone 2nd" (with outcome), and Persistence.

Interpretive Comments

It is very difficult to accept that only one variable should separate this group from the fourteen-year-old upper-middle class males and that necessarily, because of the nature of the design, this variable should be responsible for the very large difference that one observes. This variable is sex. The only difference between this group and the other was that these are females and the others are males. They have lived in the same stimulating environment, they have gone to the same school, they have obtained almost the same high level results in aptitude and achievement, and then, as we start to study their style of coping, their occupational values, their educational and occupational aspirations and their effectiveness in coping with the problems set before them by their peers, by their parents, by fear and aggression and by task achievement, they dramatically drop, in comparison with their male counterparts, to a fairly consistent average position among all eight groups.

To a lesser degree than their upper-lower female counterparts, they had a tendency to evaluate themselves below par. Like the fourteen-year-old upper-lower males, they had an unrealistic set of occupational values. However, this unrealistic set is far more realistic for them than for the fourteen-year-old upper-lower boys, since in many cases these girls were going to high school, sometimes beyond, in order to make better wives and mothers. From then on, as said before, they were mainly average throughout, and sometimes would tend to go quite low: like being lowest in their degree of positiveness of attitudes towards authority. In some scores they would distinguish themselves: as in Coping Effectiveness in Story Five where they were number two. One wonders, as in the case of the upper-middle ten-year-old girls, as to the amount of talent, productivity, and creativity that are sacrificed in order to conform to the Mexican sociocultural pattern of the male and the female role.

Summary of Scores

Aptitude and Achievement: second highest in Raven, third highest in Mathematics and Reading, average in GPA.

Self-Rating: fourteen-year-old pattern but lowest in Task Achievement and second lowest in case of becoming upset.

Occupational Values: highest in Intellectual Stimulation, second highest in Altruism, Success, and Independence; lowest in Security, Associates, second lowest in Management, Variety, and Follow Father; number one Intrinsic Value, and lowest in Extrinsic. Withing group: first--Intellectual Stimulation, Success, Altruism, and Creativity; lowest--Management, Variety, Follow Father, and Esthetics.

Occupational Interest: average in Occupational and Educational Aspiration and Expectation. Second lowest negative discrepancy with father's job. The job they aspired to was below the position of their father.

Social Attitudes Inventory: average except second lowest in Passive-Defensive behavior.

Sentence Completion: Aggression--second in Stance, Authority, and Anxiety: average; Interpersonal Relations--average except second in Coping Effectiveness; Achievement--average; Summary Scores--average; second in Reality/Fantasy Achievement. They do better than their sentence completion regarding achievement might induce one to believe. Parent/Child Interaction--lowest in "Self-Image," second lowest in general Parent/Child Interaction and in Interaction with Father.

Story Completion: highest on Positive Affective Tone in Outcome, highest in Persistence and Implementation, highest in Coping with Authority and in Sociability, second highest in Coping Effectiveness with Anxiety and in Coping with an Interpersonal Relations problem (Story Seven). Lowest in Interpersonal Relations (Story Four), Academic Task Achievement, and Attitude Toward Authority; second lowest on Stance.

ANOVA OF MEANS: SAMPLE DIFFERENCES BY AGE, SOCIOECONOMIC STATUS, AND SEX

INTRODUCTION

Let us recapitulate and stage in a series of hypotheses what was proposed in the general introduction to this Intra-Country Report.

It is felt that data such as ours in this section of the Cross-National Research Project, can be optimally reported and discussed in terms of developmental hypotheses. It is felt that this approach will be particularly illuminating for countries in transition, or as they are called "developing countries," which are moving from a traditional society toward an industrialized society.

Even yet, this developmental approach will be most illuminating in regard to Mexico, because beyond the characteristic described above it also shows, according to a great deal of previous research upon the sociocultural premises of the Mexican and much research regarding the psychological development of Mexican school children, the following characteristics: a) extremely high loyalty to the family; b) a very large agreement of both males and females that the place for women is in the home; a very large agreement within the family that the power to say the last word should be always in the hands of the father and that the highest position regarding the dispensing and handling of affectionate and love matters should be reserved for the mother; c) that although we have not as yet been able to determine this directly, achievement and affiliation, achievement and love, achievement and feminity do not go easily together in this society; d) that the male should be very masculine and that the female should be very feminine.

Generalized pattern Hypothesis Number One. We shall hold for the Mexican society and suggest that this generalized statement be explored for the others, that any variable that shows development with age, i.e., significantly greater scores for the fourteen-year-old than for the ten-year-old, will also show the middle-class children scoring higher than the lower-class children and the male children scoring higher than the female children. All deviations from this particular generalized hypothesis will have to be explained individually.

Hypothesis Number Two. Since we consider that at the present in Mexico the middle-class children have much better opportunities in regard to developmental variables than the lower-class children, we expect that, in the interactions between age and social class, because of the longer period of time in the midst of better opportunities, both at home and at school for the middle classes, the differences by social class predicated in the previous hypothesis, will be greater in the fourteen-year-olds than in the ten-year-olds.

Hypothesis Number Three. Since the masculinization of the male and feminization of the female is conceived as increasing developmentally, that is to say with age, within the Mexican society, when there will be Age x Sex interactions we shall expect greater score differences favoring the male over the female at fourteen rather than at ten years of age. This prediction might be marred in a number of cases because of a triple interaction, since it is expected that the fourteen-year-old female of the lower class, because of the economic demands of her environment, may not undergo the same degree of feminization as the fourteen-year-old female of the middle class who has been highly protected in her economic position from having to compete in the achievement area. We shall not, however, at this time look over the triple interactions for this matter but we may do so for later write ups.

Hypothesis Number Four. With regard to socioeconomic class and sex it is to be expected that there will be a greater difference between the males and the females in the upper-class, favoring the males, than the difference favoring the lower-class males over the lower-class females.

It is indicated that for these variables which will show the opposite developmental trend that we shall claim our best prediction is an inversion of all of these previous hypotheses.

We would like to make the final hypothesis that in those cases where there is no variation by age but the situation of difference between the male and the female and the middle and the lower class go in the direction of middle over lower and male over female, that all the interaction hypotheses claimed for the whole pattern will remain, both for the developmental trend as reflected in these last two variables, as for any involutional trends as reflected in these two variables.

Finally, all other patterns found will have to be explained by specific situations--if we are able at all to interpret them.

No effort will be made, however, at this writing to test systematically, hypotheses beyond the generalized pattern Hypothesis Number One.

APTITUDE AND ACHIEVEMENT

Age

As indicated before, these instruments were standardized within age groups so that no differences between age groups were expected. All psychologists would, however, agree that measures of aptitude and achievement are developmental measures. We were taking for granted, therefore, that fourteen-year-olds would do better on the Raven, on Mathematics, on Reading, and on a commercial achievement test than ten-year-olds. We, therefore, conclude for these variables that we should expect the pattern hypothesis to come through.

Socioeconomic Status

As predicted, on the Raven and the three measures of Achievement the upper-middle class received significantly higher scores than did the upper-lower class. It is felt that Grade Point Average (GPA) is actually not a very good index since there is much argumentation regarding whether or not the same system of giving grades is followed in the two school systems in spite of the fact that the actual scale is the same.

There were three significant Age x SES interactions. For both Mathematics and Reading the upper-middle class children excelled at both age levels, but this difference in favor of the upper-middle class was significantly greater in the fourteen-year-old sample than in the ten-year-old sample. Just the opposite effect was observed for GPA. That is, the superiority of the upper-middle class over the upper-lower class was greater in the ten-year-old sample than in the fourteen-year-old sample.

There were also three significant SES x Sex interactions observed. On the Raven the males achieved higher scores than did the females in both social classes. However, this difference in favor of the males was significantly greater in the upper-lower class than in the upper-middle class. For Mathematics and for GPA there were identical interactions. In both cases in the upper-lower class the males received the higher scores, while in the upper-middle class the females received the higher scores. The popular interpretation in the case of GPA is that they were giving away the grades to the middle-class females because they were women and because they were pretty.

Sex

The males excelled the females on the Raven scores and on the Reading scores.

There were two Age x Sex interactions.

For the Raven the males excelled the females at both age levels; however, this difference in favor of the females was greater in the fourteen-year-old sample than in the ten-year-old sample. For Mathematics at age ten the females excelled the males, while at age fourteen, the males excelled the females.

SELF-BEHAVIOR RATING SCALES

Age

On the self-ratings there were in all but Item number 6 significant differences favoring the ten-year-old over the fourteen-year-old. It may be mentioned that this involution in the scores could be explained in terms of a real evolution towards higher differentiation. At any rate, the ten-year-olds rated themselves higher in their capacity for academic as well as nonacademic task achievement, in their capacity to deal with figures in authority, in their capacity to get along with their peers and in their ability to cope well with aggression and, expectedly, in the summary score for the BRS than did the fourteen-year-olds. This indicates that this variable may be a good one in regard to the measurement of the degree of realism of the self-picture. There were no significant interactions involving any of the three main effects.

Socioeconomic Status

In these series of measures interestingly, wherever there are other differences regarding class or sex, these differences all go against our generalized predicted pattern. It should be well to recognize that, regarding the dealing with authority and Self-Assertion, the lower class was more realistic than the middle class in that the middle class received higher scores on both variables.

Sex

In rating themselves about Nonacademic Task Achievement, relationships with peers, about the ability to deal with anxiety, Self-Assertion and about their ability to cope with aggression, females were more realistic when rating themselves than the males. In all of the above mentioned variables, as well as in the Summary Score, the males excelled the females. This would be, of course, the result of maintaining for this particular test the generalized logic of our predictions. In this case, rather than to hold on to the system, it may as well be pointed out that following the logic of the generalized hypothesis, one could arrive at a very different conclusion and could say that the meaning of this variable across age may be different than the meaning of this variable across class and across sex The lack of interactions with age, of class and sex, makes us even more dubious of generalizing our hypothesis to these particular variables. Since, on the other hand, we shall find that the hypothesis of the middle over the lower, and the male over the female in the developmental variables, holds consistently across a great number of variables, we might even question what is going on with these scores. This particular series of problems will be resolved later, statistically, when we study the intercorrelations of all of these variables. Furthermore, we must also remain somewhat conscious of the interpretation of the self-rating until we get the proportion of children who rated themselves at each one of the ages, sexes, and classes.

OCCUPATIONAL VALUES

Age

First to be discussed are those values which show development, that is to say, those which were significantly preferred by fourteen-year-olds over ten-year-olds. Those values which were preferred by the fourteen-year-olds were Independence, Success, Self-Satisfaction, Intellectual Stimulation, Creativity, and Prestige. The fourteen-year-olds, as predicted, also preferred significantly more often the general class of Intrinsic values. Next are the values which go opposite developmentally, that is to say, the apparently regressional occupational values that are higher at age ten and lose their importance or decrease in frequency of preference by age fourteen. These values preferred by the ten-year-olds were Prestige, Surroundings, Associates, Variety, and Follow Father. Also, as one might expect, the ten-year-olds excelled in the overall Extrinsic values.

There were a number of significant Age x SES interactions for the Occupational Values. For Altruism the middle-class children excelled the lower-class children at both age levels. However, this difference in favor of the middle class was much greater at age ten than at age fourteen. For Independence at age ten the lower-class children received the higher score, while by age fourteen the middle-class children preferred this value to a greater degree than did the lower class. For Self-Satisfaction the middle-class children preferred this value over the lower-class children at both age levels. However, this difference in favor of the middle class was far greater in the ten-year-old sample than in the fourteen-year-old sample. These results were due, primarily, to the very low mean of the lower-class ten-year-old child, who was apparently not very concerned with this type of value. For Intellectual Stimulation the ten-year-old middle-class children scored higher than the ten-year-old lower-class children, but at age fourteen this difference was reversed. The interaction for Creativity indicated that the difference in the middle and lower class was found primarily in the ten-year-old sample, since in the fourteen-year-old sample there was virtually no difference in the mean scores of the two social classes. For Security at age ten the middle class preferred this value more than the lower class, while at age fourteen this direction was reversed. For both Prestige and Economic Returns at age ten the lower class received the higher score, while at age fourteen the middle-class children scored higher. For Surroundings the opposite interaction was observed. That is, at age ten the middle-class children showed a preference for this value, while at age fourteen the lower-class children preferred this value over the middle class. For Follow Father the middle-class children of both age groups preferred this value over the lower-class children. However, this difference in favor of the middle class was significantly greater in the fourteen-year-old sample than in the ten-year-old sample. For the overall Intrinsic value score at age ten the middle-class children had the greater preference for Intrinsic values, while at age fourteen the lower class had the greater preference. As might be expected the opposite interaction was observed for the overall Extrinsic score. That is, at age ten the lower class showed the greater preference, while at age fourteen this was reversed.

There were also three significant Age x Sex interactions observed. For Management at age ten the females had the greater preference for this value, while at age fourteen this finding was reversed with the males showing the greater preference. For Associates in the ten-year-old sample the females again had the greater preference, while at age fourteen this direction was reversed in favor of the males. For Intellectual Stimulation the females showed the greater preference at both age levels. However, this difference in favor of the females was accentuated in the fourteen-year-old sample.

Socioeconomic Status

The middle-class children showed the greater preference for Altruism. The statement for this value was: "Work in which you can help other people." Following Maslow's hierarchical theory of motivation, it should have appealed more to the middle-class boys than to the lower-class boys. The middle class also excelled the lower class in Independence, Success, Self-Satisfaction, Intellectual Stimulation, Creativity, and Follow Father. The lower class excelled the middle class in Esthetics. This is perhaps due to the fact that the actual market for a musician or artist in Mexico is far more open to the lower classes than to the middle classes. Actually, it is much less discriminated against in the lower class than in the middle class. Also preferred more by the lower class than the middle class were the values of Management, Prestige, Economic Returns, and Variety.

There were several significant SES x Sex interactions observed. For Esthetics in both social classes the females preferred this value to a greater extent than did the males. However, this difference in favor of the females was significantly greater in the middle class than in the lower class. For the value Security in the lower class the females showed the greater preference while in the middle class this finding was reversed with the males showing the greater preference. For the overall Intrinsic score the females in both social classes showed the greater preference. However, this difference in favor of the females was accentuated in the middle class as compared to the lower class. That is to say, it was the middle-class female that accounted for the greatest part of the difference that made this scale more attractive to females than to males. Just the opposite effect was observed for the overall Extrinsic value score. That is, in both social classes the males showed the greater preference for this value. However, this difference in favor of the males was significantly greater in the middle-class sample than in the lower-class sample.

Sex

The males showed a greater preference than the females for the following values: Independence, Creativity, Economic Returns, and Follow Father. Males also had the higher score on the overall Extrinsic value scale. The females showed the greater preference for the value of Esthetics. This difference appeared understandable on the basis that it is, "Work of a musician or an artist." In our society, and probably in most societies, this statement has more appeal to a female than to a male. Females also showed greater preference for Success which was unexpected. Upon examination of the data for an explanation of this difference, it was found that there was a triple interaction for this value and that the difference was fundamentally due to a large difference between the fourteen-year-old lower-class female and the fourteen-year-old lower-class male, and a smaller difference between the ten-year-old males and females of the lower class. So, this actually indicated that Success was selected more often by the females than the males because of the great need to get ahead on the part of the fourteen-year-old upper-lower female. As will be remembered from the description, they represent the most modernistic group of all. This has not only been found in this study, but in several previous studies that have been carried out. Also preferred by the females was Altruism. Now if one remembers the flocking of women into the nursing profession, social work, and in some countries even psychology, one might be able to understand why the females had greater preference for this value than did the males. Females also preferred Intellectual Stimulation, Surroundings, Variety, and the overall Intrinsic values.

OCCUPATIONAL INTEREST INVENTORY

Age

Occupational Aspiration and Expectation showed the predicted age effect with the fourteen-year-olds showing higher aspirations and expectations than the ten-year-olds. Fourteen-year-olds also had the higher discrepancy score between their father's occupational level and their own level of aspiration. That is, these fourteen-year-old children aspired to an occupation of higher rank than that held by their fathers.

There were no significant Age x SES interactions; however, there were two significant Age x Sex interactions. For the discrepancy between the child's expectation and aspiration, at age ten the males had the greater discrepancy, while at age fourteen the females had the larger discrepancy. The identical type of interaction was observed for the discrepancy between the mother's aspiration for the child and the child's own aspiration. That is, at age ten the males had the larger score, while at age fourteen this was reversed.

Socioeconomic Status

Occupational Aspiration and Expectation also showed the predicted social class effect with the middle class showing greater aspiration and expectation than the lower-class sample. The lower-class children obtained higher discrepancies on the following discrepancy scores: discrepancy between child's expectation and aspiration, discrepancy between the father's occupational level and the child's aspiration level, and the discrepancy between the father's aspiration for the child and the child's own aspiration. The aspiration-expectation discrepancy was easily explainable, meaning that the lower-class subjects had less chance (and were realistic about it) of obtaining their aspiration. The discrepancy between the father's job and the subject's aspiration was also understandable since the jobs held by the middle-class fathers were very high to begin with.

There were two SES x Sex interactions observed. For the child's Occupational Aspiration, the males had higher aspiration levels than did the females in both social classes. However, the greater difference in favor of the males was found in the middle class. The identical interaction was found for Occupational Expectation. That is, the difference in favor of the males was again greater in the middle class than in the lower class.

Sex

The males had higher Occupational Aspiration and Occupational Expectation scores than did the females. Males also obtained a higher discrepancy score between the father's occupational level and their own aspiration than did the females.

EDUCATIONAL ASPIRATION

Age

The fourteen-year-old sample showed a higher educational aspiration level than did the ten-year-old sample. A significant Age x Sex interaction indicated that though males excelled females at both age levels, this difference in favor of the males was significantly greater in the ten-year-old sample than in the fourteen-year-old sample.

Socioeconomic Status

The upper-middle class children aspired to a higher level of education than did the upper-lower class children.

Sex

The males had a higher educational aspiration level than did the females.

SOCIAL ATTITUDES INVENTORY

Age

There were no significant age differences for any of the four variables. We were certainly unhappy that the variable of Active Coping did not show the trend in the direction of differentiating the fourteen-year-old from the ten-year-old samples because the rest of the predicted syndrome for a developmental variable was very much present.

There were two Age x SES interactions. For Passive Coping at age ten the middle-class children received the higher scores, while at age fourteen the lower-class children received the higher scores. One could attempt to explain this difference at the ten-year-old level by indicating that, in effect, the ten-year-old children were far more pampered in the middle class than in the lower class. One is, however, somewhat at a loss to explain the opposite trend at fourteen. Could it be that at fourteen the generalized culture pattern has taken a stronger hold in the lower class than in the middle class?

For the Passive-Defensive scale at both age levels the lower-class children received the higher scores. However, this difference in favor of the middle class was significantly greater in the fourteen-year-old sample than in the ten-year-old sample.

There was one Age x Sex interaction, also found in the Passive-Defensive scale. At age ten the males received the higher score on this scale while by age fourteen this was reversed in favor of the females.

Socioeconomic Status

As predicted, middle-class children obtained higher Active Coping scores than did lower-class children. The lower-class children received higher scores on the Passive-Defensive scale.

There was one significant SES x Sex interaction for the Active-Defensive scale. The males received higher scores than did the females in both social classes. However, the difference in favor of the males was much greater in the middle class than in the lower class.

Sex

As predicted, the males scored higher than did the females on Active Coping.

For the Active-Defensive scale the generalized psychological expectation that boys are more aggressive than girls was fulfilled by the males obtaining higher scores than the females.

SENTENCE COMPLETION

Not because they were expected were we any less delighted to see the very large number of variables of the Sentence Completion instrument and of the Story Completion, which showed clearly and unmistakably a developmental trend. If we have to say it in a very few words, we should say that this was probably the very first--not only cross-national but probably even national study--that has ever contemplated dealing developmentally with such an array of emotional variables. If it is further indicated that the study dealt with coping patterns, then we can also say that we have a unique study for the development of coping patterns before stress.

Aggression

Age: Three of the five variables dealing with Aggression showed the developmental trend. These were Stance, Engagement, and Coping Effectiveness where the fourteen-year-olds received the higher scores.

There were two Age x SES interactions for the affective variables. For Frequency of Negative Affect, at age ten the middle-class children had the higher score, while at age fourteen the lower-class children had the higher score. The opposite interaction was observed for Frequency of Neutral Affect. That is, in the ten-year-old sample the lower class excelled, while in the fourteen-year-old sample the middle class excelled.

Socioeconomic Status: There were no significant social class differences.

Sex: The females obtained a higher score on the Engagement scale than did the males.

Authority

Age: Of the seven variables dealing with Authority, three showed the predicted developmental trend, those of Coping Effectiveness, Negative Affect, and Neutral Affect. That is, the fourteen-year-olds received higher scores on Coping Effectiveness and Frequency of Neutral Affect, while the ten-year-olds received higher scores on Frequency of Negative Affect. For Engagement the ten-year-olds also received higher scores than did the fourteen-year-olds. There was one Age x SES interaction for Attitude Toward Authority. At the ten-year-old level the middle-class children had the more positive attitude, but at the fourteen-year-old level the lower-class children had the more positive attitude. There were a number of Age x Sex interactions. For both Stance and Engagement at age ten the females received higher scores, while at age fourteen the males received the higher scores. For Coping Effectiveness and Frequency of Neutral Affect the males received the higher scores at both age levels. However, this difference in favor of the males was accentuated at age fourteen as compared to age ten. For Frequency of Negative Affect the females recieved the higher scores at both age levels. However, again, at age fourteen this difference was accentuated compared to the difference at age ten.

Socioeconomic Status: The middle-class children received higher scores than the lower-class children on both Stance and Coping Effectiveness, as was predicted.

There was one significant SES x Sex interaction for Attitude. In the lower class the males received the higher scores, whereas in the middle class the females received higher scores.

Sex: As predicted, the males received higher scores than the females on Stance, Coping Effectiveness, and Frequency of Neutral Affect. Females received higher scores on Frequency of Negative Affect.

Anxiety

Age: Again, four of the five variables showed the developmental pattern. That is, the fourteen-year-old children received higher scores on Stance, Coping Effectiveness, and Frequency of Neutral Affect, while the ten-year-olds received higher scores on Frequency of Negative Affect. There were no significant interactions involving age in the area of Anxiety.

Socioeconomic Status: There were no significant social class differences in the area of Anxiety. Also, there were no significant interactions involving social class.

Sex: All five variables in the area of Anxiety showed the predicted sex pattern. That is, for Stance, Engagement, Coping Effectiveness, and Frequency of Neutral Affect the males received the higher scores. For Frequency of Negative Affect the females received the higher scores.

Interpersonal Relations

Age: Five of the seven variables in the area of Interpersonal Relations showed the expected developmental trend. That is, fourteen-year-olds received higher scores on Stance, Coping Effectiveness, and Frequency of Neutral Affect. The ten-year-olds received higher scores on Attitude and Frequency of Negative Affect. There were no significant interactions involving age.

Socioeconomic Status: There were three significant social class differences. For Attitude, Stance, and Coping Effectiveness the middle-class children received higher scores than did the lower-class children. There were no significant interactions involving social class.

Sex: The males received higher scores than did the females on Stance, Coping Effectiveness, and Frequency of Neutral Affect. The females received the higher scores on Frequency of Negative Affect.

Task Achievement

Age: Five of the seven variables in the area of Task Achievement show the predicted developmental trend. That is, the fourteen-year-old children received higher scores than did the ten-year-olds on Stance. Engagement, Coping Effectiveness, and Frequency of Positive Affect. The ten-year-old children received higher scores on Frequency of Negative Affect. There were three Age x SES interactions. For Coping Effectiveness at age ten the lower-class children received higher scores, while at age fourteen the middle-class children received higher scores. For Frequency of Negative Affect at age ten the middle-class children scored higher, but at age fourteen the lower-class children received higher scores. For Frequency of Positive Affect the middle-class children received higher scores at both age levels. However, this difference in favor of the middle-class was greater at age fourteen than at age ten. There were no significant Age x Sex interactions.

Socioeconomic Status: There was only one significant social class difference and that was for Frequency of Positive Affect. Here, the middle-class children received higher scores than did the lower-class children. There were no significant interactions involving social class.

Sex: Three of the Task Achievement variables showed the predicted sex trend. That is, males received higher scores than females on Stance and Frequency of Neutral Affect and scored lower than the females on Frequency of Negative Affect. In two cases the results went against the predictions indicating that the females had a more positive attitude toward Task Achievement, as well as greater Coping Effectiveness.

Total Scores

Age: Of the seven Total Scores, six showed the predicted developmental trend. The fourteen-year-olds received higher scores on Stance, Coping Effectiveness, Frequency of Neutral Affect, and Frequency of Positive Affect. The ten-year-olds received higher scores on Attitude and Frequency of Negative Affect. There was one Age x SES interaction for Frequency of Positive Affect. At age ten the lower-class children received the higher scores while at age fourteen the middle-class children scored higher. There was also a significant Age x Sex interaction for Stance. The males received higher scores at both age levels; however, this difference in favor of the males was accentuated at age fourteen in comparison with the difference at age ten.

Socioeconomic Status: The middle-class children received higher scores than did the lower-class children on Stance and on Coping Effectiveness. There were no significant interactions involving social class.

Sex: The males received higher scores than did the females on Stance, Coping Effectiveness, and Frequency of Neutral Affect. Females received higher scores on Frequency of Negative Affect.

Parent/Child Interaction Stems

Age: The ten-year-old children received higher scores than did the fourteen-year-olds on the Self-Image scale, the parent interaction scale, and the interaction with father scale. There were two significant Age x SES interactions. For Self-Image at age ten the middle-class children had the higher score, while at age fourteen the lower-class children had the higher score. For interaction with father the lower-class children received higher scores at both age levels. However, this difference in favor of the lower class was greater in the fourteen-year-old sample than in the ten-year-old sample. There were no significant Age x Sex interactions.

Socioeconomic Status: The lower-class children received higher scores than did the middle-class children on the interaction with parents scale and the interaction with father scale.

Sex: There were no significant sex differences for any of the Parent/Child Interaction items. Also, there were no significant interactions involving sex.

Reality/Fantasy Achievement Discrepancy Score

The only difference observed for this variable was a social class difference. The middle-class children received higher discrepancy scores than did the lower-class children. That is, the middle-class children had "positive" discrepancy scores indicating that their actual performance was higher than their reported performance. The lower-class children had "negative" discrepancy scores indicating that their actual performance was poorer than their reported performance.

STORY COMPLETION

Age

On the Coping Effectiveness ratings, the fourteen-year-olds scored higher than the ten-year-olds on Story Eight (Aggression), Story Ten (Mother's Authority), Story Five (Anxiety), Story Seven (Interpersonal Relations), and on Total Coping Effectiveness. The fourteen-year-olds also scored higher on Sociability.

On the Coping Style dimensions, the ten-year-olds excelled on Stance, but the fourteen-year-olds excelled on Engagement, Initiation, Implementation, "Affect Tone 2nd" (with Outcome), and on Persistence.

On Coping Effectiveness, there were three significant Age x SES interactions. For Story Four (Interpersonal Relations) and Story One (Academic Task Achievement), at age ten the middle-class children excelled, while at age fourteen the upper-lower class children excelled. For Story Seven (Interpersonal Relations), at age ten the lower-class children excelled, while at age fourteen the middle-class children excelled. Another Age x SES interaction was observed for Sociability. At both age levels the upper-middle class children excelled; however this difference in favor of the middle class was accentuated at the fourteen-year-old level. On the Coping Style dimensions there were two Age x SES interactions. For Stance, at both age levels the lower class children excelled; however this difference in favor of the lower class was accentuated at the fourteen-year-old level. For "Affect Tone 2nd" (with Outcome), at age ten the lower class children received higher scores, while at age fourteen the middle class children scored higher.

There were four significant Age x Sex interactions for Coping Effectiveness ratings. For Story Four (Interpersonal Relations) and for Total Coping Effectiveness at age ten the females received higher scores, while at age fourteen the males scored higher. For Story Eight (Aggression), at age ten the females scored higher, while at age fourteen there was virtually no sex difference. For Story Six (Nonacademic Task Achievement) at age ten the males scored higher, while at age fourteen there was virtually no sex difference. For Attitude Toward Authority, at age ten the females received higher scores; while at age fourteen the males scored higher. Only one Coping Style dimension showed a significant Age x Sex interaction and that was for Engagement. At both age levels the males received higher scores; however this difference in favor of the males was more accentuated in the fourteen-year-old sample.

Socioeconomic Status

On the Coping Effectiveness ratings, for Story Two (Father's Authority), the lower class children scored higher, while for Story Five (Anxiety), the middle class children received the higer scores. The middle class children received higher scores for Sociability, while the lower class children scored higher on Attitude Toward Authority (obtained from Story Two).

On the Coping Style dimensions, the middle class children scored higher on Implementation and Persistence; while the lower class children scored higher on Stance. There were no significant SES x Sex interactions.

Sex

On the Coping Effectiveness ratings, the males scored higher than the females on Story Five (Anxiety), and Stories One and Six (Academic and Nonacademic Task Achievement). The females scored higher on Story Eight (Aggression). On the Coping Style dimensions, the males scored higher on Engagement and "Affect Tone 1st"; while the females scored higher on Stance and "Affect Tone 2nd" (with Outcome).

INTERPRETIVE COMMENTS TO THE MAIN AND INTERACTION EFFECTS FOR AGE, SOCIAL CLASS AND SEX SAMPLE DIFFERENCES

Let me start my interpretive comments with one anecdote. In August 1963, I presented a paper on sociocultural premises, attitudes, and cross-cultural research before the XVIIth International Congress of Psychology in Washington. The audience was fundamentally composed by American psychologists and social scientists.

Assertingly, I read this statement: "Men are superior to women," and waited for the reaction. I intuitively knew that this statement was the closest to an "insult" that I could possibly muster for the lady psychologists and social scientists in the audience. After perusing the Figure 1 for the Austin data, I can see quantitatively how close my intuition was to reality. There was stupefaction, some ohs! ehs! ahs!, some self-conscious laughter on the part of the males, chuckles, whispers, rustles, purls, ripples, and a murmur that increased in intensity. Then, I told them that this was not meant as an insult, that the statement was in quotation marks, and continued, "Because of observation of the behavior of men, vis a vis, women in Mexico, we derived that such a statement, 'Men are superior to women' might be a sociocultural premise valid for most of the Mexican people."

Upon looking at the results on 108 variables, which have been designed fundamentally to determine degrees of coping effectiveness with the manifold problems set by the environment of achievement, and to some extent the generalized environment of coping with the stresses of life, I can see, that this time unintendedly, I had been again a master of understatement.

I have been probably one of the most audacious individuals in Mexico in my statements about the seriousness and the deep psychological significance of the sex role differences between males and females. Dr. Luis Lara Tapia, observing the repeated differential findings for the sexes in Mexico, in our developmental research, had coined the happy expression about the two Mexican subcultures, the Mexican male subculture and the Mexican female subculture. But neither he, nor I, could have anticipated that the effect of this difference could be so powerful as to be greater in its effect upon inhibition of development, than the significant effect which the large difference in stimulation opportunity and etc., etc. produces, between the upper-lower and the upper-middle social classes. A perusal of Figure 1 will show this incredible fact, there are more of our predicted differences between the male and the female than between the middle and the lower classes.

It has been striking, too, to find that the projective instruments, the Sentence Completion and the Story Completion, have turned up to be such a fertile field for the latter hypothesis. Results such that women in Mexico--besides fairly consistently appearing lower in intelligence, cognitive and personality variables--should also score fairly consistently below the males in coping with authority, task achievement, peer relations, anxiety, and aggression, increases our understanding of the Mexican sociocultural pattern and helps further in understanding the dynamics of the phenomena.

It is interesting to note that the Occupational Values variables, upon which I first tried at least a portion of a developmental interpretation, will now show themselves so much poorer for it than the Sentence Completion and the Story Completion. As an afterthought, one well understands it, preference for occupational values is a more idiosyncratic phenomena than coping effectiveness. It is precisely because of the large number of variations within the occupational values, and the fairly large number of interactions, that I sat down to identify each occupational value by its characteristics across the three main effects. I used this characterization for the interpretive comments of the first two groups. This kind of characterization I now believe may be much more helpful at a later day, when we may be dealing with a more pragmatic type of report than at the present time. On the other hand, the Occupational Educational Aspiration, and the Expectation, as well as the discrepancies with the father's job, serve beautifully again to separate male and female psychology for Mexico. The Social Attitudes Inventory, in spite of its lack of discrimination for the passive coping--which shows how well this passive coping was definded in terms of the Mexican passive pattern of coping--does show very interesting differences which can be probably made even sharper in the future between the classes and the sexes and, to some extent, the ages.

To my mind another extremely important finding has been that in spite of the fact that the upper-middle class females did a little less, but almost as well in aptitude and achievement as their male counterparts. In the rest of the tests they showed the inferiority predicted by the sociocultural premise, "Men are superior to women." This fascinating regression to the mean that the females of Mexico did, as far as we can tell in order to be feminine, was a repetition of a phenomena that has been puzzling me. In my mind it can only stress further that culture, sociocultural premises, are incredibly powerful model builders of human behavior.

Although we should remain cautious about the pattern hypothesis, because of the main effects and interactions that do not go along with it, I believe that this study has certainly shown that it does have a very good heuristic and hermeneutic capacity.

FIGURE 1
MEXICO - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES MEXICO	1 RAVEN	2 MATHEMATICS	3 READING	4 GRADE POINT AVERAGE
10 UL M	6(-)46.10	7(-)44.16	5(-)47.52	7(-)47.37
F	7(-)45.81	5(-)47.12	7(-)45.29	8(-)46.60
UM M	1(+)54.26	4(+)51.63	2(+)54.78	2(+)52.32
F	4(+)53.58	1(+)57.29	4(+)52.18	1(+)53.56
14 UL M	5(-)49.32	6(-)46.33	6(-)46.09	50.20
F	8(-)42.92	8(-)41.72	8(-)43.87	47.76
UM M	3(+)53.76	2(+)55.34	1(+)56.52	49.96
F	2(+)53.94	3(+)55.23	3(+)53.49	51.82
AGE				
SES	L < M	L < M	L < M	L < M
SEX	M > F		M > F	
AGE-SES		10L < 10M 14L < 14M	10L < 10M 14L ≪ 14M	10L < 10M 14L < 14M
AGE-SEX	10M > 10F 14M ≫ 14F	10M < 10F 14M > 14F		
SES-SEX	LM ≫ LF MM > MF	LM > LF MM < MF		LM > LF MM < MF

VARIABLES MEXICO	13 #1 Task Ach. Academic	14 #2 Task Ach. Non-Academic	15 #3 Authority	16 #4 IPR Peers	17 #5 Not Upset	18 #6 Self Assertion	19 #7 Cope Aggression	20 Summary Score
	SELF-RATING BRS							
10 UL M	1.22	1.28	1.38	1.32	1(+) 1.28	1.25	1.34	1.30
F	1.20	1.26	8(-) 1.22	1.33	1.18	1.21	1.29	1.25
UM M	1(+) 1.24	1(+) 1.40	1.41	1(+) 1.44	2(+)1.27	1(+) 1.39	1(+) 1.50	1(+) 1.37
F	1.12	1.26	1(+) 1.48	1.24	1.08	1.18	1.31	1.27
14 UL M	1.08	1.26	1.23	1.25	8(-) .99	1.17	1.21	1.19
F	8(-) 1.03	1.16	1.23	8(-) 1.17	1.02	8(-) 1.11	8(-) 1.18	8(-) 1.14
UM M	1.10	1.25	1.27	1.22	1.15	1.30	1.28	1.21
F	1.08	8(-) 1.16	1.24	1.21	7(-)1.01	1.21	1.20	1.17
AGE	10 > 14	10 > 14	10 > 14	10 > 14	10 > 14		10 > 14	10 > 14
SES			L < M			L < M		
SEX		M > F		M > F	M > F	M > F	M > F	M > F
AGE-SES								
AGE-SEX								
SES-SEX								

FIGURE 1
MEXICO - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	21	22	23	24	25	26	27	28	29
MEXICO	OCCUPATIONAL VALUES								
	Altruism	Esthetics	Independence	Management	Success and Accomplishment	Self-Satisfaction	Intellectual Stimulation	Creativity	Security
10 UL M	8(-) 7.83	2(+) 4.28	4.76	1(+) 6.61	8(-) 7.75	8(-) 7.50	8(-) 8.34	8.12	7.03
F	7(-) 8.05	1(+) 4.35	7(-) 4.60	2(+) 6.61	7(-) 7.93	8.11	6(-) 8.43	8(-) 7.49	7.22
UM M	9.20	7(-) 2.51	4.97	8(-) 4.76	6(-) 8.42	9.09	3(+) 9.47	2(+) 9.51	7.27
F	1(+) 9.93	3.73	8(-) 4.32	5.69	8.86	1(+) 9.28	9.41	7(-) 7.95	7.34
14 UL M	8.34	3.79	5.74	6.48	9.17	8.64	9.26	1(+) 9.54	7.45
F	8.87	3.88	4.98	5.94	1(+)10.65	9.15	2(+)10.07	7.96	1(+) 8.50
UM M	8.82	8(-) 1.81	1(+) 7.37	5.79	3(+)10.21	8.93	7(-) 8.37	8.37	7.33
F	2(+) 9.79	3.55	2(+) 6.52	7(-) 5.06	2(+)10.41	8.95	1(+)10.55	9.13	8(-) 6.84
AGE			10< 14		10< 14	10< 14	10< 14	10< 14	
SES	L< M	L >M	L< M	L >M	L< M	L< M	L< M	L< M	
SEX	M< F	M< F	M >F		M< F		M< F	M >F	
AGE-SES	10L ≪10M 14L< 14M		10L >10M 14L< 14M			10L≪ 10M 14L< 14M	10L< 10M 14L >14M	10L< 10M 14L= 14M	10L< 10M 14L >14M
AGE-SEX				10M< 10F 14M >14F			10M< 10F 14M≪ 14F		
SES-SEX		LM< LF MM≪MF							LM< LF MM >MF

VARIABLES	30	31	32	33	34	35	36	37
MEXICO	OCCUPATIONAL VALUES (Continued)							
	Prestige	Economic Returns	Surroundings	Associates	Variety	Follow Father	Intrinsic OV Score	Extrinsic OV Score
10 UL M	2(+) 8.05	1(+) 7.61	6.89	5.82	2(+) 6.47	2(+) 7.94	7(-) 6.74	2(+) 7.30
F	1(+) 8.18	6.73	7.46	6.67	1(+) 6.96	6.21	6.83	7.20
UM M	6.62	6.06	6.98	6.22	6(-) 4.80	1(+) 9.12	6(-) 6.79	3(+) 7.24
F	8(-) 6.04	8(-) 5.22	1(+) 7.99	1(+) 7.01	5.73	6.50	7.01	6.99
14 UL M	6.60	6.50	7.00	6.07	6.02	6(-) 4.40	2(+) 7.23	7(-) 6.74
F	7(-) 6.34	6.37	7.22	5.91	3(+) 6.47	8(-) 2.69	3(+) 7.17	6(-) 6.81
UM M	7.39	6.83	8(-) 6.44	5.91	8(-) 4.44	3(+) 6.99	8(-) 6.74	1(+) 7.30
F	6.45	6.68	6.96	8(-) 5.45	7(-) 4.49	7(-) 4.17	1(+) 7.26	8(-) 6.71
AGE	10 >14		10 >14	10 >14	10 >14	10 >14	10< 14	10 >14
SES	L >M	L >M			L >M	L< M		
SEX		M >F	M< F		M< F	M >F	M< F	M >F
AGE-SES	10L >10M 14L< 14M	10L ≫10M 14L< 14M	10L< 10M 14L >14M			10L< 10M 14L≪ 14M	10L< 10M 14L >14M	10L >10M 14L< 14M
AGE-SEX				10M< 10F 14M >14F				
SES-SEX							LM< LF MM≪MF	LM >LF MM ≫MF

FIGURE 1
MEXICO - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	38	39	40	41	42	43	109	44	45	46	47
MEXICO	OCCUPATIONAL INTEREST INVENTORY							SOCIAL ATTITUDES INVENTORY TOTALS			
	Child Aspiration	Expectation	Expectation-Aspiration	Father Occ. -Aspiration	Father Asp. -Aspiration	Mother Asp. -Aspiration	Child Edu. Aspiration	Active Coping	Passive Coping	Active Defensive	Passive Defensive
10 UL M	2.11	2.37	6.26	2(+) 7.88	6.19	6.19	1.71	5.45	4.88	1.85	3.39
F	8(-) 2.73	8(-) 2.86	6.13	3(+) 7.33	6.09	6.08	8(-) 2.78	8(-) 5.09	4.87	1.88	2(+) 3.73
UM M	2(+) 1.25	2(+) 1.39	6.14	6(-) 6.13	5.97	5.97	2(+) 1.22	1(+) 6.58	5.62	2.04	3.34
F	7(-) 2.65	6(-) 2.64	5.99	8(-) 4.86	5.90	5.99	7(-) 2.33	5.43	5.25	8(-) 1.28	6(-) 2.74
14 UL M	3(+) 1.70	3(+) 2.05	6.35	1(+) 8.34	6.07	6.06	3(+) 1.63	5.62	5.40	2.02	3(+) 3.61
F	6(-) 2.50	7(-) 2.79	6.27	4(+) 7.23	5.99	6.26	6(-) 2.32	7(-) 5.17	5.23	1.79	1(+) 3.96
UM M	1(+) 1.22	1(+) 1.18	5.96	5(-) 6.20	5.91	5.94	1(+) 1.04	2(+) 6.49	4.93	1(+) 2.42	8(-) 2.14
F	2.04	2.36	6.32	7(-) 5.47	5.99	6.27	1.73	6.20	5.25	1.53	7(-) 2.61
AGE	10< 14	10< 14		10< 14			10< 14				
SES	L< M	L< M	L >M	L >M	L >M		L< M	L< M			L >M
SEX	M >F	M >F		M >F			M >F	M >F		M >F	
AGE-SES									10L< 10M 14L >14M		10L >10M 14L ≫14M
AGE-SEX			10M >10F 14M< 14F			10M >10F 14M< 14F	10M >10F 14M >14F				10M >10F 14M< 14F
SES-SEX	LM >LF MM ≫MF	LM >LF MM ≫MF								LM >LF MM >MF	

VARIABLES	48	49	50	51	52	53	54	55	56	57	58	59
MEXICO	SENTENCE COMPLETION SCALES											
	AGGRESSION					AUTHORITY						
	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Attitude	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Frequency Affect Positive
10 UL M	8(-) 1.92	1.86	2.80	.47	.53	7.55	9.48	7.09	11.77	1.69	2.27	.04
F	1.98	1.92	8(-) 2.70	.56	.44	7.22	9.42	1(+) 7.27	8(-)11.24	1(+) 2.16	8(-) 1.83	.01
UM M	7(-) 1.92	8(-) 1.76	2.83	.62	.38	7.46	9.51	7.12	11.91	1.68	2.30	.02
F	2.05	1(+) 1.97	2.73	1(+) .67	8(-) .33	7.64	9.81	7.23	11.99	1.87	2.11	.02
14 UL M	2.09	1.90	3.04	.57	.43	7.68	9.70	7.04	2(+)12.54	7(-) 1.28	2(+) 2.68	.04
F	2.11	1.95	3.03	.52	.48	7.38	8(-) 9.23	8(-) 6.77	7(-)11.25	2(+) 1.88	7(-) 2.07	.05
UM M	1(+) 2.19	1.90	1(+) 3.41	8(-) .41	1(+) .59	7.29	1(+)10.09	6.95	1(+)13.15	8(-) 1.13	1(+) 2.86	.01
F	2(+) 2.15	1.96	3.14	.58	.42	7.18	9.39	6.90	11.69	1.87	2.11	.02
AGE	10< 14	10< 14	10< 14					10 >14	10< 14	10 >14	10< 14	
SES							L< M		L< M			
SEX		M< F					M >F		M >F	M< F	M >F	
AGE-SES				10L< 10M 14L >14M	10L >10M 14L< 14M	10L< 10M 14L >14M						
AGE-SEX							10M <10F 14M >14F	10M <10F 14M >14F	10M >10F 14M≫14F	10M< 10F 14M <14F	10M >10F 14M≫14F	
SES-SEX						LM >LF MM< MF						

FIGURE 1
MEXICO - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	60	61	62	63	64	65	66	67	68	69	70	71
MEXICO	SENTENCE COMPLETION SCALES (Continued)											
	ANXIETY					INTERPERSONAL RELATIONS						
	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Attitude	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Frequency Affect Positive
10 UL M	5.24	5.03	7.34	.43	1.57	10.37	8(-) 6.42	5.67	6(-) 8.08	1.68	1.26	.06
F	5.20	4.96	8(-) 6.55	2(+) .64	7(-) 1.36	10.50	7(-) 6.45	5.76	8(-) 8.01	1(+) 1.97	8(-) 1.01	.02
UM M	5.39	5.03	7.71	.36	1.64	10.76	6.68	5.88	8.35	1.75	1.22	.03
F	8(-) 5.01	4.77	7(-) 6.67	1(+) .68	8(-) 1.32	1(+)11.17	6.49	5.75	7(-) 8.08	1.85	1.12	.03
14 UL M	5.51	5.03	2(+) 7.94	7(-) .29	2(+) 1.71	10.18	2(+) 6.89	5.81	3(+) 9.09	1.53	1.44	.03
F	5.27	4.94	7.07	.56	1.44	8(-)10.07	6.49	5.86	8.53	1.77	1.18	.05
UM M	1(+) 5.55	4.95	1(+) 8.14	8(-) .20	1(+) 1.80	10.35	1(+) 6.94	5.90	1(+) 9.38	8(-) 1.42	1(+) 1.54	.04
F	5.25	4.83	7.14	.55	1.45	10.44	6.76	5.90	2(+) 9.14	1.61	1.35	.04
AGE	10< 14		10< 14	10 >14	10< 14	10 >14	10< 14		10< 14	10 >14	10< 14	
SES						L< M	L< M		L< M			
SEX	M >F	M >F	M >F	M< F	M >F		M >F		M >F	M< F	M >F	
AGE-SES												
AGE-SEX												
SES-SEX												

VARIABLES	72	73	74	75	76	77	78
MEXICO	SENTENCE COMPLETION SCALES (Continued)						
	TASK ACHIEVEMENT						
	Attitude	Stance	Engagement	Coping	Frequency Affect Negative	Frequency Affect Neutral	Frequency Affect Positive
10 UL M	7.11	7.78	6.69	10.97	.55	2.27	.18
F	7.31	7.58	6.74	10.38	.67	2.17	.16
UM M	7.06	7.90	6.74	11.15	.62	2.19	.19
F	7.08	8(-) 7.22	8(-) 6.30	8(-) 9.69	1(+) .83	8(-) 2.01	.16
14 UL M	7.11	7.98	6.80	11.38	.53	2.28	.19
F	7.34	7.75	1(+) 6.85	10.80	.76	2.09	8(-) .15
UM M	7.03	1(+) 8.04	6.81	1(+) 12.09	8(-) .27	1(+) 2.36	1(+) .37
F	7.44	7.83	6.84	11.33	.54	2.15	.31
AGE		10< 14	10< 14	10< 14	10 >14		10< 14
SES							L< M
SEX	M< F	M >F		M >F	M< F	M >F	
AGE-SES				10L >10M 14L< 14M	10L< 10M 14L >14M		10L< 10M 14L ≪14M
AGE-SEX							
SES-SEX							

FIGURE 1

MEXICO - STAGE I

GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	79	80	81	82	83	99	100	84	85	86	87	88
MEXICO	SENTENCE COMPLETION SCALES (Continued)											
	SCORE TOTALS											
	Attitude	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Frequency Affect Pos.	Sentence 37 & 14 Self-Image	Sentence 2 & 22 Inter-action	Sentence 2 and 37 Mother	Sentence 22 and 14 Father	Real/Fantasy Achievement Discrepancy
10 UL M	24.94	30.89	26.33	40.97	4.82	7.90	.28	5.38	2(+) 5.39	5.73	5.04	8(-)-4.11
F	25.01	7(-)30.67	26.65	8(-)38.90	1(+) 6.00	8(-) 6.81	8(-) .19	5.41	1(+) 5.62	5.76	1(+) 5.29	7(-)-4.02
UM M	25.26	31.40	26.51	41.94	5.03	7.73	.24	1(+) 5.68	5.21	5.76	2(+) 5.17	4(+) 2.36
F	1(+)25.88	8(-)30.63	26.04	7(-)39.21	2(+) 5.90	7(-) 6.89	.21	5.48	3(+) 5.37	5.82	3(+) 5.07	1(+) 5.63
14 UL M	24.95	2(+)32.18	26.55	2(+)44.01	7(-) 4.20	2(+) 8.54	.26	5.38	4.87	5.74	4.55	6(-)-3.82
F	24.79	30.86	26.37	40.70	5.49	7.26	.25	5.35	6(-) 4.82	5.78	6(-) 4.46	5(-)-3.58
UM M	8(-)24.67	1(+)32.83	26.53	1(+)46.23	8(-) 3.43	1(+) 9.15	1(+) .42	5.32	8(-) 4.53	5.75	8(-) 4.07	3(+) 3.60
F	25.05	31.43	26.47	42.54	5.15	7.48	.37	8(-) 5.18	7(-) 4.67	5.70	7(-) 4.20	2(+) 3.77
AGE	10 > 14	10 < 14		10 < 14	10 > 14	10 < 14	10 < 14	10 > 14	10 > 14		10 > 14	
SES		L < M		L < M			L < M		L > M		L > M	L < M
SEX		M > F		M > F	M < F	M > F						
AGE-SES							10L > 10M 14L < 14M	10L < 10M 14L > 14M			10L > 10M 14L ≫ 14M	
AGE-SEX		10M > 10F 14M ≫ 14F										
SES-SEX												

VARIABLES	89	90	91	92	93	94	95
MEXICO	STORY COMPLETION SCALE SUMS						
	Stance	Engagement	Initiation	Implementation	Affect Tone 1st	Affect Tone 2nd	Persistence
10 UL M	2.75	8.22	8(-)13.11	8(-)12.94	14.25	15.75	8(-) 5.73
F	2(+) 2.88	8(-) 7.59	13.69	7(-)13.22	13.80	16.11	7(-) 5.86
UM M	6(-) 2.43	8.28	13.63	14.10	14.09	8(-)15.34	6.10
F	3(+) 2.87	7(-) 7.77	14.10	13.88	14.18	16.19	6.34
14 UL M	2.52	2(+) 9.53	14.82	15.15	14.43	15.66	6.45
F	1(+) 2.90	8.25	14.76	15.03	13.85	16.20	6.61
UM M	8(-) 2.27	1(+) 9.86	1(+)15.45	2(+)15.45	14.42	16.18	2(+) 6.75
F	7(-) 2.38	8.30	14.97	1(+)15.54	13.99	1(+)16.80	1(+) 7.03
AGE	10 > 14	10 < 14	10 < 14	10 < 14		10 < 14	10 < 14
SES	L > M			L < M			L < M
SEX	M < F	M > F			M > F	M < F	
AGE-SES	10L > 10M 14L ≫ 14M					10L > 10M 14L < 14M	
AGE-SEX		10M > 10F 14M ≫ 14F					
SES-SEX							

FIGURE 1
MEXICO - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	107	102	108	104	103	106	101	105	96	97	98
MEXICO	STORY COMPLETION COPING EFFECTIVENESS									STORY COMPLETION SCALES	
	Story 8 Aggression	Story 2 Authority	Story 10 Authority	Story 5 Anxiety	Story 4 IPR	Story 7 IPR	Story 1 Academic TA	Story 6 Non-Academic TA	TOTAL Coping Effectiveness	Sociability	Attitude Towd.Auth.
10 UL M	8(-)12.04	3.08	7(-)12.02	7(-)11.67	13.38	10.72	17.99	13.79	8(-) 90.55	7(-) 1.73	2.14
F	13.98	3.00	12.66	8(-)11.57	14.09	10.43	16.88	12.29	6(-) 93.37	1.85	2.14
UM M	7(-)12.47	8(-) 1.34	8(-)11.85	13.37	13.63	7(-) 9.26	1(+)19.33	13.54	7(-) 92.77	2.08	2.05
F	13.45	2.32	12.38	6(-)12.99	1(+)14.89	8(-) 8.89	18.31	12.89	96.39	2.00	2.15
14 UL M	15.41	2.90	2(+)14.02	3(+)15.04	14.24	11.20	18.62	12.75	2(+)102.55	1.92	2.20
F	2(+)15.60	1(+) 3.26	13.77	13.04	14.35	10.93	18.01	[illegible].76	3(+)101.49	8(-) 1.73	1(+) 2.23
UM M	1(+)15.68	3.16	13.52	1(+)15.85	14.52	1(+)11.51	18.23	13.05	1(+)105.23	2(+) 2.33	2.23
F	15.53	1.86	1(+)14.27	2(+)15.67	8(-)12.98	2(+)11.25	8(-)16.59	12.96	101.28	1(+) 2.43	8(-) 1.95
AGE	10 < 14		10 < 14	10 < 14		10 < 14			10 < 14	10 < 14	
SES		L > M		L < M						L < M	L > M
SEX	M < F			M > F			M > F	M > F			
AGE-SES					10L < 10M 14L > 14M	10L > 10M 14L < 14M	10L < 10M 14L > 14M			10L < 10M 14L < 14M	
AGE-SEX	10M < 10F 14M = 14F				10M < 10F 14M > 14F			10M > 10F 14M = 14F	10M < 10F 14M > 14F		10M < 10F 14M > 14M
SES-SEX											

FIGURE 2
MEXICO - STAGE I

MEXICO

ORDER OF PREFERENCE FOR OCCUPATIONAL VALUES

							10 Year Olds				14 Year Olds			
	10	14	Lower	Middle	Male	Female	U.L.M.	U.L.F.	U.M.M.	U.M.F.	U.L.M.	U.L.F.	U.M.M.	U.M.F.
1.	Intell.S. 8.91	Success 10.11	Intell.S. 9.03	Success 9.48	Creat. 8.89	Intell.S. 9.62	Intell.S. 8.34	Intell.S. 8.43	Creat. 9.51	Altruism 9.93	Creat. 9.54	Success 10.65	Success 10.21	Intell.S. 10.55
2.	Altruism 8.75	Intell.S. 9.56	Success 8.88	Intell.S. 9.45	Success 8.89	Success 9.46	Creat. 8.12	Prestige 8.18	Intell.S. 9.47	Intell.S. 9.41	Intell.S. 9.26	Intell.S. 10.07	Self Sat. 8.93	Success 10.41
3.	Self Sat. 8.50	Altruism 8.96	Self Sat. 8.35	Altruism 9.44	Intell.S. 8.86	Altruism 9.16	Prestige 8.05	Self Sat. 8.11	Altruism 9.20	Self Sat. 9.28	Success 9.17	Self Sat. 9.15	Altruism 8.82	Altruism 9.79
4.	Creat. 8.27	Self Sat. 8.92	Creat. 8.28	Self Sat. 9.06	Altruism 8.55	Self Sat. 8.87	Father 7.94	Altruism 8.05	Father 9.12	Success 8.86	Self Sat. 8.64	Altruism 8.87	Intell.S. 8.37	Creat. 9.13
5.	Success 8.24	Creat. 8.75	Altruism 8.27	Creat. 8.74	Self Sat. 8.54	Creat. 8.13	Altruism 7.83	Success 7.93	Self Sat. 9.09	Surround. 7.99	Altruism 8.34	Security 8.50	Creat. 8.37	Self Sat. 8.95
6.	Father 7.44	Security 7.53	Security 7.55	Security 7.20	Security 7.27	Security 7.48	Success 7.75	Creat. 7.49	Success 8.42	Creat. 7.95	Security 7.45	Creat. 7.96	Prestige 7.39	Surround. 6.96
7.	Surround. 7.33	Surround. 6.91	Prestige 7.29	Surround. 7.09	Prestige 7.17	Surround. 7.41	Economic 7.61	Surround. 7.46	Security 7.27	Security 7.34	Surround 7.00	Surround. 7.22	Indep. 7.37	Security 6.84
8.	Security 7.22	Prestige 6.70	Surround. 7.14	Father 6.70	Father 7.11	Prestige 6.75	Self Sat. 7.50	Security 7.22	Surround 6.98	Assoc. 7.01	Prestige 6.60	Variety 6.47	Security 7.33	Economic 6.68
9.	Prestige 7.22	Economic 6.60	Economic 6.80	Prestige 6.63	Surround. 6.83	Assoc. 6.26	Security 7.03	Variety 6.96	Prestige 6.62	Father 6.50	Economic 6.50	Economic 6.37	Father 6.99	Indep. 6.52
10.	Assoc. 6.43	Indep. 6.15	Variety 6.48	Economic 6.20	Economic 6.75	Economic 6.25	Surround. 6.89	Economic 6.73	Assoc. 6.22	Prestige 6.04	Manage. 6.48	Prestige 6.34	Economic 6.83	Prestige 6.45
11.	Economic 6.41	Assoc. 5.84	Manage. 6.41	Assoc. 6.15	Assoc. 6.01	Variety 5.91	Manage. 6.61	Assoc. 6.67	Economic 6.06	Variety 5.73	Assoc. 6.07	Manage. 5.94	Surround. 6.44	Assoc. 5.45
12.	Variety 5.99	Manage. 5.82	Assoc. 6.12	Indep. 5.80	Manage. 5.91	Manage. 5.83	Variety 6.47	Manage. 6.61	Indep. 4.97	Manage. 5.69	Variety 6.02	Assoc. 5.91	Assoc. 5.91	Manage. 5.06
13.	Manage. 5.92	Variety 5.36	Father 5.31	Manage. 5.33	Indep. 5.71	Indep. 5.11	Assoc. 5.82	Father 6.21	Variety 4.80	Economic 5.22	Indep. 5.74	Indep. 4.98	Manage. 5.79	Variety 4.49
14.	Indep. 4.66	Father 4.56	Indep. 5.02	Variety 4.87	Variety 5.43	Father 4.89	Indep. 4.76	Indep. 4.60	Manage. 4.76	Indep. 4.32	Father 4.40	Esthet. 3.88	Variety 4.44	Father 4.17
15.	Esthet. 3.72	Esthet. 3.26	Esthet. 4.08	Esthet. 2.90	Esthet. 3.10	Esthet. 3.88	Esthet. 4.28	Esthet. 4.35	Esthet. 2.51	Esthet. 3.73	Esthet. 3.79	Father 2.69	Esthet. 1.81	Esthet. 3.55

ANOVA OF MEANS:
HYPOTHESES AND FINDINGS

DEMOGRAPHIC MEASURES

> Upper-middle class children will have higher Educational Aspirations than will upper-lower class children.

This hypothesis was verified since the Mean Score of the upper-middle class children (1.58) was significantly higher than that of the upper-lower class (2.11).[1]

ACHIEVEMENT MEASURES

> Upper-middle class children will have higher Achievement scores than will upper-lower class children.

This hypothesis was completely verified, as the upper-middle class children scored significantly higher on all Aptitude and Achievement measures than did the upper-lower class, and this was a difference significant at greater than the .05 level. The greatest social class difference was for Mathematics Achievement, while the smallest difference was for Grade Point Average.

> Girls will have higher Achievement scores than will boys.

This hypothesis was totally unverified. On two of the measures there were no significant sex differences; and for the other two (Raven and Reading Achievement), the males scored significantly higher than did the females.

OCCUPATIONAL MEASURES

> Upper-middle class children will have higher objective status level Occupational Expectations than will upper-lower class children.

This hypothesis was verified at greater than the .05 level of significance. The mean status level of the upper-middle class was 1.89, while that of the upper-lower class was 2.52.

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[1] The lower scores refer to higher aspiration.

> Upper-middle class children will have a higher level of objective Occupational Aspiration than will the upper-lower class children.

This hypothesis was also verified at greater than the .05 level of significance. The mean status level of the upper-middle class was 1.79, while that of the upper-lower class was 2.26.

> Upper-middle class children will have different discrepancy scores between Occupational Aspiration and Expectation than will the upper-lower class children.

This hypothesis was also verified at greater than the .05 level of significance. The upper-lower class children had significantly greater mean discrepancy scores (6.25) than did the upper-middle class children (6.10).

> Upper-middle class children will prefer different Occupational Values than will upper-lower class children.

Of the fifteen Occupational Values, twelve of them showed social class differences which were significant at greater than the .05 level. Thus, this hypothesis, for Mexico, was verified. The upper-middle class children preferred Altruism, Independence, Success, Self-Satisfaction, Intellectual Stimulation, Creativity, and Follow Father. Upper-lower class children preferred Esthetics, Management, Prestige, Economic Returns, and Variety.

> Upper-lower class children will show a greater preference for "Extrinsic" Occupational Values than will upper-middle class children.

This hypothesis was not verified since there was no significant social class difference for the "Extrinsic" score.

> Males will have a higher objective Occupational Expectation level than will females.

This hypothesis was verified since the Mean Score for the males (1.75) was higher than that of the females (2.66), and this difference was significant at greater than the .05 level.

> Males will have a higher objective Occupational Aspiration level than will females.

This hypothesis was also verified with the difference in the Mean Score of the males (1.57) and the females (2.48) significant at greater than the .05 level.

> Males will prefer different Occupational Values than will females.

Of the fifteen Occupational Values, ten of them showed significant sex differences. Thus, the hypothesis was, to a great extent, verified. The females preferred the values Altruism, Esthetics, Success, Intellectual Stimulation, Surroundings, and Variety. The males preferred Independence, Creativity, Economic Returns, and Follow Father.

> Females will more frequently choose "Intrinsic" Occupational Values than will males.

This hypothesis was verified at greater than the .05 level of significance with the Mean Score of females being 7.07 and that of the males 6.88.

> Males will more frequently choose "Extrinsic" Occupational Values than will females.

This hypothesis was also verified at greater than the .05 level of significance with the males having a Mean Score of 7.15 and the females a Mean Score of 6.93.

COPING STYLE MEASURES

> Upper-middle class children will demonstrate a different style of coping than will upper-lower class children.

On the Social Attitudes Inventory, half of the scales showed significant social class differences, so the hypothesis was partially verified. Upper-middle class children were higher on Active Coping, while upper-lower class children were higher on Passive Defensive behavior.

Turning now to Sentence Completion data, of the thirty-two variables, only six showed significant social class differences, so Mexican data from this instrument leave some room for doubt as to the verification of this hypothesis. Upper-middle class children excelled on Authority Stance, and on Interpersonal Relations Attitude and Stance. They also excelled on Task Achievement Positive Affect and on Total Stance and Positive Affect.

In the Story Completion instrument, there were five significant social class differences observed in the Coping Style dimensions. Upper-middle class children excelled in Sociability, Implementation, and Persistence, while upper-lower class children scored higher on Attitude toward Authority and Stance. Thus, five out of nine dimensions supported the hypothesis.

Both the Story Completion and the Social Attitudes Inventory lent more support to the hypothesis than did the Sentence Completion. Out of the forty-five total Coping Style variables, thirteen showed significant social class differences. This does not substantiate the hypothesis to any great degree.

> Males will demonstrate a different style of coping than will females.

On the Social Attitudes Inventory, two of the four scales showed significant sex differences, so for this instrument in Mexico the hypothesis was partially verified. The males were significantly higher on Active Coping and on Active Defensive behavior.

Turning now to the Sentence Completion data, of the thirty-two Coping Style variables, eighteen of them showed significant sex differences, which is more than half of the Coping Style variables. Thus, for the most part, it may be said that the Sentence Completion data verified this hypothesis.

In Aggression, the females scored higher on Engagement. In Authority, males were higher on Stance and Neutral Affect, while females were higher on Negative Affect. For Anxiety the males scored higher on Stance, Engagement, and Neutral Affect, while females scored higher on Negative Affect. For Interpersonal Relations, males were higher on Stance and Neutral Affect, while females were higher, again, on Negative Affect.

In Task Achievement, females were higher on Attitude and Negative Affect, while males were higher on Stance and Neutral Affect.

For the Total Scores, males excelled on Stance and Neutral Affect, while females were again higher on Negative Affect.

On the Story Completion, four of the nine Coping Style variables showed significant sex differences. These were Stance, Affect Associated With the Outcome (where females scored higher), and Engagement and Affect Associated With the Problem (where the males scored higher).

Thus, of all forty-five Coping Style variables, twenty-four (or a little more than one-half) showed significant sex differences. This lent fairly good support to the hypothesis of sex differences in Coping Style behavior.

> The difference in the style of coping between the males and females will be consistent across all five behavior areas studied.

This hypothesis was not supported for the following dimensions due to no evidence or insufficient evidence: Attitude, Initiation, Implementation, Positive Affect, Persistence, Sociability, and Attitude toward Authority.

For Engagement, there was a small degree of support for the hypothesis with Story Completion Total and Anxiety favoring the males; however females excelled in the Sentence Completion Aggression area, casting some doubt on the tenability of the hypothesis for the dimension of Engagement. For Negative and Neutral Affect and for Stance there was good evidence for the consistency hypothesis (with the males excelling in Stance and Neutral Affect, while females scored higher on Negative Affect). For Stance the Story Completion Total Score findings contradicted the consistent Sentence Completion findings, thus weakening the hypothesis to a certain extent. However, it still appears safe to state that the consistency hypothesis was verified for Stance as well as for Negative and Neutral Affect.

COPING EFFECTIVENESS MEASURES

> The upper-middle class children will exhibit more effective overall coping behavior than will upper-lower class children.

On the Sentence Completion Coping Effectiveness scales, the upper-middle class children excelled in Authority, Interpersonal Relations, and on the Sentence Completion Total Score. On the Story Completion, the upper-middle class children excelled on Story Five (Anxiety), but the upper-lower class children excelled on Story Two (Authority). Thus, of the total of fifteen Coping Effectiveness measures the upper-middle class scored higher on four and the upper-lower class scored higher on one. These findings lent a small degree of support to the above mentioned hypothesis.

MEXICO INTRA-COUNTRY REPORT OF SIGNIFICANT CORRELATIONS

CRITERION-CRITERION RELATIONSHIPS

Hypothesis 1: There will be positive relationships among the Achievement Criterion measures.

A perusal of the data concerning Hypothesis 1 will show that five of the six possible correlations between the Achievement measures in this research were positive and substantial. Perhaps the most shocking observation came from the discovery that Reading and Mathematics Achievement was correlated strongly at age fourteen, but not at all at ten years of age. Another difference between the ten- and the fourteen-year-olds appeared in the relationship of Mathematics Achievement to GPA. The actual variance of the GPA accountable at age fourteen (about twenty-five per cent) was far larger than the nine per cent that was accountable for at age ten. The only correlations that remained the same across the age groups were those between Reading Achievement and GPA.

One can conclude from these comparisions that Reading Achievement was the best predictor of Grade Point Average at both age levels and that Mathematics Achievement was a poor predictor at ten years of age, but just as good as Reading Achievement at age fourteen. In summary, it may be assumed that the hypothesis was verified, especially at age fourteen.

Hypothesis 2: There will be positive relationships among the Achievement and Peer BRS Criterion measures.

The data for Mexico on the BRS are not interpretable at this time. It appears that a different procedure was followed in Mexico as a result of one of the many Mexico-Texas conferences in the research. This procedure was not made universal later. At the end of this report there will be a fuller explanation.

Summary and Interpretation

With only one exception, every one of the criterion-criterion correlations were significantly different from zero and in the expected positive direction. Reading was the best predictor of the student's Grade Point Average. However, at fourteen years of age, Mathematics was just as good a predictor of GPA as was Reading.

It is interesting to speculate regarding the interpretation of the fact that there was no correlation in Mexico between Reading Achievement and Mathematics Achievement at age ten. The result of this lack of correlation was even more striking when, by age fourteen, more than one-third of the variance was explained by the correlation between the score in Reading Achievement and Mathematics Achievement. The explanation may lie in the fact that mathematics in elementary school is taught by traditional methods that put the accent in repetition in the classroom while mathematics in high school is mostly learned from textbooks.

PREDICTOR-PREDICTOR CORRELATIONS

Hypothesis 3: There will be positive relationships among the Intrinsic Occupational Values.

Twenty-nine of the fifty-six possible correlations between the Intrinsic Values resulted in significant differences. However, very much against the hypothesis, only six of these correlations were positive and twenty-three were negative. Perhaps one should express first that since all of these Occupational Values were obtained from a strict paired comparison instrument of measurement, there was a certain tendency for the correlations to be negative. In effect, whenever one value was chosen over any of the others, a negative correlation trend ensued. Whatever the case may be, the hypothesis about the positive relationship of these Occupational Values must be rejected. One should point out also that there was no systematic trend differentiating the ten-year-olds from the fourteen-year-olds with regard to these correlations. The largest single positive correlation appeared in the ten-year-olds between Creativity and Intellectual Stimulation (.33), with a .22 correlation at fourteen years of age. Variety showed two positive correlations: one with Intellectual Stimulation and one with Creativity at fourteen years of age. Also at age fourteen, Creativity and Esthetics were correlated significantly, although at the low level of .13. Finally, there was a positive correlation between Altruism and Self-Satisfaction in the job for ten-year-olds with the correlation being .21.

Taking into account the fact that in the Total Intrinsic score one has the representation of each one of the Occupational Values, the contribution of each component score to the Total Score for the Intrinsic Values was not at all striking. However, one should mention the contributions of Intellectual Stimulation (.42 at age fourteen and .30 at age ten), Creativity (.42 at age fourteen and .35 at age ten), and Variety (.39 at age fourteen and .33 at age ten). Finally, Esthetics also was loaded on the Total Intrinsic score (.34 at age fourteen and .32 at age ten). These four components: Intellectual Stimulation, Creativity, Variety, and Esthetics were, on the other hand, the only ones that tended to be correlated among themselves. One should therefore consider, at least for Mexico, that these four scores only may be combined to represent a single Intrinsic Value score.

Hypothesis 4: There will be positive relationships among the Extrinsic Occupational Values.

One look at Hypothesis 4 data indicated immediately that this hypothesis must be rejected for Mexico. Of the forty-two possible correlations, twenty-seven were significant, but of these, twenty were negative correlations and there were only seven positive correlations. The positive correlations appeared between Success and Security, Security and Economic Returns, Economic Returns and Prestige, and between Associates and Surroundings. A Mexican Extrinsic value system should contain only Security, Prestige, Economic Returns and, perhaps, Success. Each one of these Occupational Values contributed between .31 and .50 to the Extrinsic Total score. Follow Father also contributed to the Extrinsic Total, but had not one positive relationship to any of the other Occupational Values, and might as well be considered a unique type of Occupational Value, possibly most strongly related to the socio-cultural premises of the Mexican family.

Hypothesis 5: There will be negative relationships among the Intrinsic and Extrinsic Occupational Values.

From the one hundred and forty-four possible correlations related to Hypothesis 5, ninety-seven were significantly different from zero. Of these, fourteen were positive and eighty-three were negative. In general terms, the hypothesis was upheld. One should be leery, however, of the constant negative relationship resulting from the structure of the instrument and from the fact that many of these negative relationships were relatively small. There were, to be sure, a number of moderately high negative relationships in the correlation matrix for Hypothesis 5, i.e., between Altruism and both Prestige and Economic Returns, between Self-Satisfaction in the job and both Prestige and Economic Returns, and between Intellectual Stimulation and Economic Returns. On the other hand, there were also seven small positive relationships between Extrinsic and Intrinsic factors, such as, in the case of Self-Satisfaction in the job and Success, and Altruism and Surroundings, etc.

The main results gave further evidence of the few values that might be considered as genuinely forming part of an Intrinsic and an Extrinsic Value system in Mexico. Thus, there were moderate to strong negative relationships (ranging from -.31 to -.50) between Security, Prestige, Economic Returns, and the Intrinsic Value Total on the one hand; and on the other hand, negative relationships (ranging also from -.30 to -.42) between Intellectual Stimulation, Creativity, Variety, and Esthetics and the Extrinsic Total score. These patternings which appeared consistently in Hypotheses 3, 4, and 5, were also valid for both age groups, the tendency being for the correlations to be systematically stronger at age fourteen than at ten.

Hypothesis 6: There will be positive relationships among the status level measures of the Occupational Aspiration, Occupational Expectation and Educational Aspiration measures.

This hypothesis was strongly confirmed. All the possible relationships between these variables were significant and positive, the weakest relationship being .38 and the strongest being .63. The strongest relationship occurred between Occupational Aspiration and Occupational Expectation with a correlation of .63 for the ten-year-olds and .46 for the fourteen-year-olds. The same difference in age was observed in the relationship between Occupational Aspiration and Educational Aspiration with a correlation of .49 for the ten-year-olds and only of .38 for the fourteen-year-olds. This age trend was reversed in the relationship between Educational Aspiration and Occupational Expectation, being .42 for the ten-year-olds and .49 for the fourteen-year-olds.

Summary and Interpretation

The correlation between Occupational Aspiration and Expectation informs us that whatever the level of aspiration and the expectation, the two are more highly related in the ten-year-old sample than in the fourteen-year-old sample. In other words, this indicated that about forty per cent of the variance regarding the Occupational Expectation was explained by the Occupational Aspiration at age ten, while only about twenty-four per cent of the variance of Occupational Expectation in the fourteen-year-old sample was explained by his Occupational Aspiration. The least we can say about this is that at fourteen years of age, many other factors besides Occupational Aspiration intervened in the determination of the Occupational Expectation. If we should wish to return to our developmental approach, we would probably be right in saying that the fourteen-year-old is more differentiated regarding his behavior about Occupational Expectations than is the ten-year-old. Almost the same statements may be repeated regarding the relationship of Occupational Aspiration with Educational Aspiration at the two different age levels. In the ten-year-old sample, twenty-five per cent of all the variance in the selection of the Educational Aspiration was explained by the Occupational Aspirations, while in the fourteen-year-old sample, only sixteen per cent of this variance would be thus explained. Once more, in Educational Aspirations, more factors than the Occupational Aspiration intervened in the decision of the fourteen-year-old.

Finally, although the differences in this case were smaller, it appeared that the relationship between Occupational Expectation and Educational Aspiration was slightly greater at age fourteen than in the ten-year-old sample. That is, a little more of the variance in the selection of Educational Aspiration was explained by the selection of Occupational Expectation at fourteen years of age. It may be fair to say that Occupational Expectation was a more realistic statement from the children than the Occupational Aspiration. If this should be so, then it does not bother us to find out that, at fourteen years of age, this more realistic decision in Occupational Expectation should explain more of the Educational Aspiration than at age ten. One might feel that we are using one approach to explain two differences and a different approach to explain the other. I do not believe so, the variable degree of "realism" is also a developmental variable according to Lewin. In the last case, it applies perhaps as a main effect while in the previous two cases, the variable of greater or lesser differentiation applies perhaps interacting in ways still unknown with the variable of degree of realism.

Hypothesis 7: There will be positive relationships among the Occupational Interests discrepancy measures.

All twelve intercorrelations in Hypothesis 7 were positive and significant beyond the .01 level of significance. In eleven of these twelve correlations, the correlations were higher (from a slight to a substantial difference) in the fourteen-year-old sample. The correlations for the ten-year-olds ranged from .26 to .60 with a median of .47, and for the fourteen-year-olds they ranged from .30 to .64 with a median of .55. The highest correlation for both groups occurred in the discrepancy between the father's aspiration and the subject's aspiration and the discrepancy between the mother's aspiration and the subject's aspiration for occupations. The next highest correlation for both the ten- and the fourteen-year-olds was between the discrepancy of the father's aspiration and the subject's aspiration and the discrepancy between the subject's aspiration and his expectation.

Finally, the next high correlation occurred in the discrepancy between the mother's aspiration and the subject's aspiration and the discrepancy between the subject's expectation and his aspiration. The last three correlations ranged between .64 and .47 with a median of .60 This was in great contrast to the remaining three intercorrelations for both ages which were all below .37 with a median correlation of .32. The hypothesis was verified at both age levels.

Summary and Conclusions

The three low correlations for both ages have one characteristic in common: they related the variable discrepancy between the father's job and subject's aspiration, to the other three. This discrepancy therefore had very low predictability over the other three discrepancies. On the other hand, once any of the other three are known, one may predict reasonably well the remaining two. For instance, once the discrepancy between the father's aspiration for the child and the subject's own aspiration is known, one can approximate what will be the discrepancy between the mother's aspiration and the subject's aspiration and also the discrepancy between the subject's expectation and his own aspirations for a job. In both cases, once one knows the discrepancy between what the father wanted his child to become and what the child wanted to become, one can account for a little more than one-third of the variance of the two other discrepancies. This may mean that fathers, mothers and children in Mexico are pretty homogeneous regarding job aspirations and job expectations for the children. Actually, they may all participate in similar information about this problem. Should these correlations be typical of Mexico, or of cultural groups similar to that of Mexico, they might perhaps become someday indexes about the degree of closeness: at least in terms of degree of participation of information within the families.

Hypothesis 8: (a) There will be a positive relationship between the SAI Active and Passive Coping measures.

(b) There will be a positive relationship between the SAI Active and Passive Defensive measures.

(c) There will be a negative relationship between the SAI Coping and Defensive measures.

Nine out of the twelve possible correlations in this matrix were statistically significant. Six of these correlations were found in the ten-year-old sample. Furthermore, in every case where there were correlations at both age levels, the correlations for the ten-year-olds were higher than those of the fourteen-year-olds.

Sub-hypothesis (a) was verified. Active and Passive Coping correlated .65 at ten years of age and .27 at age fourteen.

Sub-hypothesis (b) was also verified. Active Defensive behavior and Passive Defensive behavior correlated .46 for the ten-year-olds and .25 for the fourteen-year-olds.

However, Sub-hypothesis (c) was not verified. Actually, Active Coping correlated .19 with Active Defensive and .45 with Passive Defensive at ten years of age while at fourteen years of age there was no correlation whatsoever. Passive Coping in turn was correlated .17 with Active Defensive behavior and .44 with Passive Defensive at ten years of age, and, although there was no correlation with Active Defensive behavior at age fourteen, there was a correlation of .29 with Passive Defensive behavior at this age.

Summary and Interpretation

Sub-hypothesis (a) was verified but, in Mexico, nearly half of the variance at ten years of age was explained by this hypothesis while less than ten per cent was explained at age fourteen. That is, if at ten years of age one was a good passive coper in Mexico, one will most of the time also be a good active coper and vice versa. At age fourteen, however, although the trend was in the same direction, the amount of prediction from one score to the other was much lower. Should this kind of result be replicated, it may very well indicate that at ten years of age, there is a generalized factor for coping, which accounts for both forms, while at fourteen there is already a tendency toward a differentiation of these two factors.

Sub-hypothesis (b) was also verified. The same trend, but not as clear, was shown between the ten- and the fourteen-year-old. Every statement that was made about the previous sub-hypothesis, to a lesser extent, will apply here.

The failure of Sub-hypothesis (c) to be verified lends further credence to the fact that, particularly at ten years of age, a generalized pattern of behavior before problems was the rule. It was as though the ten-year-old child did not clearly differentiate between behavior that we adults call coping and behavior that we adults call defensive. It is interesting to note in the correlation between Active Coping and the two types of defensive behavior that the larger correlation by far of the Active Coping should have been with Passive Defensive behavior. This correlation of .45 may indicate for the ten-year-old in the Mexican culture, a substantial confusion between the behavior that in our study we call Active Coping and the behavior that we are calling Passive Defensive. It may perhaps not be so strange that, in a country where Passive Coping is the norm, some of the behavior called Active Coping may be considered at ten years of age just as "bad" as Passive Defensive behavior.

Perhaps it is even more interesting to find out that Passive Coping was correlated low with Active Defensive but substantially (.44) with Passive Defensive behavior at age ten and that it still was correlated (.29) at fourteen years of age. One would assume, following the same type of reasoning, that the fact that passive dealings with the stresses are the norm, Passive Defensive behavior may be substantially confused with the "good" way of doing things, which is Passive Coping. The fact that the relationship continued even at fourteen years of age may increase the credibility of this interpretation.

Hypothesis 9: There will be positive relationships among the measures of the same Sentence Completion Coping Style variables across different behavior areas:
(a) Stance.

From the twenty possible correlations, fourteen were significantly different from zero, eleven at the .01 level of confidence. All were positive correlations. There were five correlations significant at age ten and nine at age fourteen. None of these correlations were high. They ranged from .10 to .24 with .14 the median correlation. Stance toward Aggression was correlated with all other areas at age fourteen, but only with Authority at age ten. Stance toward Task Achievement was correlated with all other areas at age fourteen and with Authority and Anxiety at age ten. The largest single correlation was between Task Achievement and Anxiety (.24) at ten years of age.

All component scores contributed substantially to the Total Score for Stance. The correlations range from .37 to .67 with a median of .56.

Summary and Conclusions

Hypothesis 9 received fairly good verification in Mexico. It was almost totally verified at fourteen years of age, with only one exception. This was the lack of correlation of Stance toward Anxiety and Stance toward Authority at age fourteen. It is of interest to spotlight the correlation between Aggression and Authority which was .22 at age ten and .20 at age fourteen. This was the most consistent correlation across the two age levels. Does this mean that Mexican children's Stance toward Authority is quite similar to the Stance that they show toward Aggression? As far as we know, Mexican children and adolescents try as hard as they can to avoid taking a tough stand to aggression. This generalized patient attitude is probably somewhat similar to the preparation for receiving orders from adults. The correlation of .24 between Task Achievement and Anxiety at age ten may indicate that the ten-year-old child prepares himself for Task Achievement with the same trepidation that he prepares himself to face Anxiety. It has been pointed out that there was a fairly high correlation between each one of the components and the Total score for Stance. Stance toward Authority and Stance toward Task Achievement each contributed about forty per cent of the variance for the Total Score. This was certainly quite high. This indicates that the Stance of Mexican children at both ten and fourteen, before all the types of problems in our study, was similar to the Stance of these children before Authority and before Task Achievement. Next, it is similar to their Stance before Anxiety and Interpersonal Relations, and, finally, their Total Stance is least similar to their Stance before Aggression.

General Conclusions

Adequate Stance toward one behavior area is almost always related to adequate Stance in other behavior areas at age fourteen, but not so generally true at age ten. The Stance toward Authority and toward Task Achievement generalized better to other behavior areas than did the Stance toward Aggression. If we were to measure the Stance toward one behavior area only, we would select that of Authority, or that of Task Achievement; for once we knew the score for Stance toward either of these areas we could predict, to some extent, the Total score for the Stance of the individual.

Hypothesis 10: There will be positive relationships among the measures of the same Sentence Completion Coping Style variables across different behavior areas: (b) Engagement.

Only four of the twenty possible correlations for Engagement were statistically significant, all beyond the .01 level of confidence. There were two of these correlations at age ten and two at age fourteen. They ranged from .13 to .19 with a median of .15. The only consistent correlation across ages occurred between Engagement toward

Anxiety and Engagement toward Authority. All four correlations were between Anxiety and one of the other scores. On the other hand, all the components contributed to the Total Engagement score except Aggression at age ten, and the correlations ranged all the way from .21 for Aggression at age fourteen to .65 for Task Achievement at age ten. The median contribution was a substantial .51.

Summary and Conclusions

There was insufficient support for Hypothesis 10. The behavior of Engagement toward problems was largely unique and specific in the Mexican culture to the area of the problem. The only likely exception was the behavior of Engagement toward Anxiety which appeared to generalize, somewhat more at age ten than at fourteen, to other behavior areas. It is interesting to note that, while it was found that there was some generalization of the kinds of behavior representative of Passive and Active Coping in Mexico toward Defensive behavior, particularly at ten years of age, there is no way that we can derive from the intercorrelation matrix of Hypothesis 10 anything resembling one generalized factor for the behavior of Engagement before different areas of problem solving. Engagement toward Aggression problems was different from that toward Authority, toward Anxiety, toward Interpersonal Relations and toward Task Achievement for the most part. Here, the high differentiation of behavior was produced by the area in which behavior must apply. This may be the result of a different patterning of role behavior with regard to each one of the areas in a traditional culture.

Nevertheless, each one of the modes of Engagement characteristic of each area contributed from moderate to high loadings (with the exception of Aggression) to the Total score for Engagement. Again, Task Achievement contributed the most with .65 for the ten-year-olds and .59 for the fourteen-year-olds. Anxiety came immediately next with .50 for the ten-year-olds and .51 for the fourteen-year-olds. Next came Interpersonal Relations, then Authority, and finally, there was a very low contribution of Engagement toward Aggression, and only at age fourteen (.21). We might therefore say, for instance, that children with a high Engagement score toward problems in general excel at any rate in Engagement toward Task Achievement and Anxiety. Engagement for these two problem areas did not appear to be, for these ages, the model for Engagement.

Hypothesis 11: There will be a positive relationship among the measures of the same Sentence Completion Coping Style variables across different behavior areas: (c) Coping Effectiveness.

All twenty correlations were significant, with all but four beyond the .01 level of significance The correlations ranged from .10 to .36 with the median correlation being .19. The highest single intercorrelation occurred between Coping with Interpersonal Relations and Authority (.36); next highest was between Coping Effectiveness with Aggression and Coping Effectiveness with Authority (.29). All individual scores of Coping Effectiveness contributed from a substantial to a high correlation to the Coping Total score, the range being from .47 to .69 with a median score of .63.

Summary and Conclusions

Hypothesis 11 was completely verified for Mexico. Effective coping for one area was highly related to effective coping with problems in all other areas. The fundamental style was most strongly influenced by the style of Coping with Interpersonal Relations, with Authority and with Aggression. The Total Coping Effectiveness score was largely defined by Authority, Task Achievement, and Interpersonal Relations Coping Effectiveness. Secondarily, but still substantially, was the contribution of Coping Effectiveness for Anxiety and for Aggression. At any rate, the results in this correlation matrix indicated that there was a fairly good, single general factor of Coping for Mexican children which remained somewhat unmodified between ten and fourteen years of age.

Hypothesis 12: There will be positive relationships among the Sentence Completion Attitude measures across behavior areas.

In this case, perhaps we should clarify what is meant by Attitude toward Authority, Attitude toward Interpersonal Relations, and Attitude toward Task Achievement. One example should suffice. The Attitude toward Task Achievement, for instance resulted from the sum of the scale scores for the responses to stems three, twenty-seven and thirty-eight of the Sentence Completion which read as follows: "Being in school is...," "Hard work is...," and "In my school work I...." The Attitude toward Task Achievement as well as the Attitude toward Authority and Interpersonal Relations was scaled from a negative toward a positive attitude. The following correlations refer, therefore, to the degree to which attitudes, positive or negative, related across the behavior areas.

Four of the six possible correlations were statistically significant beyond the .01 level of significance. It was Attitude toward Authority and toward Interpersonal Relations that intercorrelated consistently, and each was correlated at least once with Task Achievement. There were three correlations at age fourteen and only one at ten. The scores of all three contributed from .48 to a high of .80 to the Total Attitude score. The median contribution was .67.

Summary and Conclusions

Although the hypothesis as a whole was only moderately sustained, it was completely verified for the fourteen-year-olds. The contribution of each score to the Total score was striking. As much as sixty-four per cent of the variance of the Total score was explained by the Attitude toward Interpersonal Relations at age fourteen, and close to the same at age ten. The quotient of the contributions to the Total score of Interpersonal Relations and Authority, over that of the Attitude toward Task Achievement, might in itself produce an interesting index of the nature of the cultural patterning in Mexico, which as it has been repeatedly indicated, revolves around good interpersonal relations.

Hypothesis 13: There will be positive relationships among measures of the same Sentence Completion Affect dimension across the different behavior areas: (a) Negative Affect.

Of the twelve correlations examined (excluding the Total Score), all twelve were significant and in the predicted direction for both age groups.

The correlations ranged between .12 and .38. The highest (.38) was between Negative Affect in the Aggression area and in the Authority area at age ten; while the lowest (.12) was between Negative Affect in the Aggression and Task Achievement areas, also at age ten.

All individual Negative Affect scores were highly correlated with the Negative Affect Total score. The Authority area contributed the most to the Total score (.78, .78), followed by Interpersonal Relations (.70, .68).

It is safe to assume that the hypothesis was completely verified at both age levels.

Hypothesis 14: There will be positive relationships among measures of the same Sentence Completion Affect dimension across the different behavior areas: (b) Positive Affect.

There was no evidence to support this hypothesis. There was not one single significant correlation between Positive Affect in one area with the other areas. It appears therefore that the occasions for Positive Affect are highly differentiated according to area. Positive Affect toward Authority was a different kind reaction than Positive Affect toward Interpersonal Relations or Positive Affect toward Task Achievement.

The three scores contributed to the Total score for Positive Affect but highly differentially. While Positive Affect toward Authority and toward Interpersonal Relations contributed from .29 to .39, Positive Affect toward Task Achievement contributed .85 at age ten and .86 at age fourteen to the Total Positive Affect score. Once the score is known for Positive Affect toward Task Achievement at age fourteen one can predict quite accurately the Total Positive Affect score. This may be an optimistic feature regarding learning and achievement in Mexico.

Hypothesis 15: There will be a positive relationship between the Total Attitude measure and the Total Positive Affect measure.

Also, there will be negative relationships between the Total Attitude measures and the Total Negative Affect measure.

As may be observed in the correlation matrix for Hypothesis 15, both hypotheses were verified at age ten but not at age fourteen.

Hypothesis 16: (a) There will be positive relationships among the total amount of Positive Affect and the Total Attitude measure with Coping score totals.

(b) There will be negative relationships among the total amount of Negative Affect expressed and the Total Attitude mean with the Coping score totals.

From eighteen possible correlations in the data relating to Hypothesis 16, there were twelve that were significant. Ten of these were significant beyond the .01 level of significance and five of them ranged from .34 to .36. The data gave moderately good support to the hypothesis.

Summary and Conclusions

It was immediately evident that Total Negative Affect was a very different measure than Total Positive Affect. While Total Negative Affect was strongly and Negatively related to Total Stance, Total Engagement and Total Coping, Total Positive Affect was not. With regard to part (a) of Hypothesis 16, the Total Attitudes measure was slightly but significantly related to the three coping score totals. On the other hand, there was one negative relationship between Engagement and Total Positive Affect at age fourteen and one positive relationship between Total Positive Affect and Total Coping at age ten. The first portion of the hypothesis was not confirmed. On the other hand, part (b) of the hypothesis was strongly confirmed. It was striking that Total Coping was negatively related (-.85 at age ten and -.86 at age fourteen) with Total Negative Affect. This implies that in Mexico, coping may not necessarily be related to smiles, but it almost never goes with Negative Affect.

Hypothesis 17: There will be positive relationships among the measures of the same Story Completion Coping Styles dimension, across the different behavior areas: (a) Engagement.

As can be seen in the correlation matrix for Hypothesis 17, from fifty-six possible correlations, fifteen were significant. The intercorrelations were generally low, ranging from .10 to .19. The highest was between Engagement for Academic Task Achievement in Story One and Engagement for Interpersonal Relations in Story Seven. It was Interpersonal Relations for Story Seven that had the highest number of positive intercorrelations with all the other areas, with eight out of a possible sixteen being significant.

The contribution that each one of the single scores for Engagement made to the Total Engagement score, ranged from a low of .29 to a high of .48, with a median of .40.

Summary and Conclusions

Hypothesis 17 was partially verified. However, the only score which systematically showed correlations with the others was Engagement for Interpersonal Relations (Story Seven) which at ten years of age correlated .15 with Engagement toward Aggression for Story Eight), .18 with Engagement toward Authority (Story Two); .12 with Engagement toward Authority (Story Ten); and .11 with Engagement toward Interpersonal Relations (Story Four). At age fourteen it was correlated .10 with Authority (Story Ten); Interpersonal Relations (Story Four); and Task Achievement (Story One). In Story Seven, two girls begin a game and have a discussion about how it should be played. It is interesting that this story with a peer interaction should spotlight the somewhat universal type of engagement for Mexico. It is Engagement for Story Seven that contributed highest of all the scores to the Total Engagement score with .48 at age ten and .42 at age fourteen. This was followed by Engagement toward Authority with .42 at age ten and .46 at age fourteen.

Hypothesis 18: There will be positive relationships among the measures of the same Story Completion Coping Style dimensions across the different behavior areas: (b) Initiation.

As can be seen in the data relating to Hypothesis 18, from fifty-six possible correlations sixteen were significant. The correlations were generally low, ranging from .10 to .20. Again Interpersonal Relations for Story Seven had the largest number of correlations with six, just as many as Initiation with Authority (Story Ten). Next, with five correlations, came Non-Academic Task Achievement. The contributions of each single score to the Total score for Initiation, ranged from .17 to .54. The median correlation was .40.

Summary and Conclusions

Hypothesis 18 received only very moderate support. Like for Engagement, Initiation for Interpersonal Relations (Story Seven) and Initiation for Authority (Story Ten), appeared to be the modal ways of Initiation, which spread into other problematic situations. Also Initiation for Non-Academic Task Achievement appeared to be a fairly common way of doing these things. Story Six tells of a boy who was trying to make a kite, and before he finishes it, he finds himself with the problem that he breaks an element that he needs to complete it and he is on his own. His "initiation" in regard to this story correlated in the ten-year-old sample with Initiation for Interpersonal Relations (Story Four); with Initiation for Interpersonal Relations (Story Seven); with Initiation for Academic Task Achievement (Story One); and at age fourteen years with Initiation for Authority (Story Ten) and Initiation for Academic Task Achievement (Story One).

It is interesting that Authority in Story Ten had so many correlations with Initiation in other stories. This story tells of a girl who thought that her mother had punished her unjustly, and then she initiated some action. This kind of initiation had correlations, at ten years of age, with Initiation for Aggression and with Initiation in both Interpersonal Relations Stories; at age fourteen with Initiation toward Authority (Story Two). Finally, there was a correlation with the Non-Academic Task Achievement story that was discussed earlier. It can be seen that these three particular ways of initiation were the modal ways and that they had a significant amount in common. Initiation for Interpersonal Relations (Story Seven) contributed .54 at age ten and .41 at age fourteen to the score for Total Initiation. Initiation before Authority (Story Ten) contributed .45 at age ten and .49 at age fourteen. Interestingly, the next sizeable contributor was Initiation before Authority (Story Two) with .41 at age ten and .52 at age fourteen. Finally, Non-Academic Task Achievement contributed .40 at age ten and .41 at age fourteen. The main defining quality of Initiation then was the way children initiate something in a problem with a peer, before Authority, and when they engage in Non-Academic Task Achievement.

Hypothesis 19: There will be positive relationships among the measures of the same Story Completion Coping Style dimension across the different behavior areas: (c) Implementation.

Seventeen of the forty-two possible correlations were significant. The correlations ranged from .10 to .19. Just as for Engagement and Initiation, in Implementation there were more than twice as many correlations at age ten than there were at age fourteen. This generally indicated a greater homogeneity of all of these stages of the sequence of coping behavior the younger the person was. It indicated that as a person gets older, his ways of dealing with different situations tend to become more differentiated. Again, Interpersonal Relations (but now in Story Four), and Authority (Story Ten), led all other stories in the number of intercorrelations, with eight for the first and seven for the second. The lowest single contribution to the Total Implementation score was a sizeable .33, and the highest was .54, with the median correlation being close to .44.

Summary and Conclusions

Hypothesis 19 was partially verified, primarily at age ten. Story Four places a boy in the situation of having moved recently to a new area of the city, where he had not met anyone. Then the boy comes out of his house and sees a group of boys playing in the corner, and then he has to initiate something and implement it in some way or another. Whatever is the way of implementation in the situation, it correlates at ten years of age with Implementation before Aggression (Story Eight), Implementation before Anxiety (Story Five), Implementation before Authority (Story Ten), Implementation before Academic Task Achievement (Story One) and Implementation before Non-Academic Task Achievement (Story Six). It also correlated at age fourteen with Implementation before Anxiety (Story Five), before Authority (Story Ten), and before Interpersonal Relations (Story Seven). Of the intercorrelations of Implementation in Story Ten, at ten years of age, there was one correlation of .19 with Implementation before Aggression (Story Eight), with Interpersonal Relations in Stories Four and Seven, and Academic Task Achievement (Story One). At age fourteen, there was a correlation with Implementation in both stories of Interpersonal Relations and with Implementation in Non-Academic Task Achievement. So the way one implements behavior before unknown peers and before an unjust authority was the model of Implementation in Mexico. Anxiety (Story Five) has a boy, who has disobeyed his mother, left behind in a railroad station after the train, and the mother on it, goes away. Story Eight (Aggression) has a boy minding his own business, suddenly being shoved strongly against a wall by another boy. These two stories had several correlations each, with the others, indicating that the model for Implementation was certainly not an easy one, it was usually the pattern before some of the most difficult situations, that became a model for the rest. The model was, as for the other stages in the sequence of coping, heavily interpersonal and strong in dealing with authorities. This agreed well with the fact that the highest single contribution to the Total Implementation score came from Authority (Story Ten), with .50 for the ten-year-olds and .54 for the fourteen-year-olds. Next with .46 for the ten-year-olds and .46 for the fourteen-year-olds was Interpersonal Relations (Story Seven).

Hypothesis 20: There will be positive relationships among the measures of the same Story Completion Coping Style dimension across the different behavior areas: (d) Persistence.

Fifteen out of fifty-six possible correlations were significant in the predicted direction. They ranged from .10 to .32. The Academic Task Achievement Persistence score led the other variables with six correlations. Next was Anxiety (Story Five) with five correlations. Most of the correlations in this matrix appeared at ten years of age. All but one of the individual scores contributed to the Total Persistence score, the range being from .15 to .57. The median correlation was .44.

Summary and Conclusions

The hypothesis received only very moderate support overall. It was more strongly verified for the ten-year-olds than for the fourteen-year-olds. In the fourteen-year-old sample, only two out of twenty-eight correlations were significant. The model for Persistence was certainly different from the model for all the other fractional scores of the coping sequence. Here, the model is fundamentally established by the Persistence score "a" of Academic Task Achievement in Story One. In this story, a teacher tells, at the last moment, that there is going to be a special homework to be dome over the weekend, and that this homework is elective, but it can increase the grades for those that do it. Persistence, in this story, was correlated at ten years of age with Persistence toward Anxiety (Story Five), the Authority story (Ten), the Interpersonal Relations story (Four), the alternative Persistence score of the same story and Persistence toward Non-Academic Task Achievement. At fourteen, there was only one correlation which was with the alternative persistence score of the same story. Actually, this correlation of the two Persistence scores in the same story was the highest single correlation found in the last few hypotheses. It was .31 at age ten and .32 at age fourteen. The model Persistence in the face of the Anxiety problem (Story Five), correlated at ten years of age with both types of Interpersonal Relations, with Academic Task Achievement of both types and Non-Academic Task Achievement. The flavor of the modal Persistence for the Mexican children was provided by the way they managed the Story One problem, the way they handled the Anxiety problem, and finally the way they handled the Non-Academic Task Achievement problem. The Total Persistence score got its highest contribution from the Academic Task Achievement Persistence score "a" (Story One), with .57 at age ten and .51 at age fourteen. This was followed by the Persistence for the Anxiety story with .52 at age ten and .42 at age fourteen, and by the Non-Academic Task Achievement (.50 at age ten and .47 at age fourteen). It may be that due to the structure of these stories, these were the ones that allowed best for the expression of Persistence.

Hypothesis 21: There will be positive relationships among the measures of the same Story Completion Coping Style dimension across the different behavior areas: (e) Coping Effectiveness.

Nineteen out of fifty-six possible correlations were significant in the predicted direction. They ranged from .10 to .23. Of all the scores of the coping sequence, Coping Effectiveness maintained itself best in its intercorrelations at both age ten and fourteen. Coping Effectiveness, as shown in Story Seven (Interpersonal Relations), had nine of the nineteen intercorrelations with the other scores. Next, with six intercorrelations each, were Authority (Story Two) and Authority (Story Ten). Finally, with six intercorrelations was the Coping Effectiveness for Aggression in Story Eight. All Coping Effectiveness scores contributed significantly and substantially to the Total Coping score. The range was from .28 to .56. The median score was .42.

Summary and Conclusions

Once more, and this ratified the consistency of this trend, the model for Coping Effectiveness in Mexico was the way one dealt with Interpersonal Relations, with Authority and the way one coped with Aggression. The model for Coping Effectiveness was, therefore, as has been repeatedly pointed out, one that was profoundly based upon the tight interdependent pattern of the Mexican family. It seems to indicate that once you can get along with your peers, some of the time with mediation from adults, and with aggressive acts from others, then you are in business. This is important to note, because the style of Coping Effectiveness in Academic Task Achievement and Non-Academic Task Achievement did not intervene strongly in the patterning except with regard to the most practical patternings as were Implementation and Persistence. The highest contributions to the Total Coping Effectiveness score were Interpersonal Relations (Story Seven), with .56 at age ten and .47 at age fourteen, and Coping with Aggression with very similar contributions at both ages.

Hypothesis 22: There will be positive relationships among the measures of the same Story Completion Affect dimension, across the different behavior areas: (a) Problem Affect.

The variable Problem Affect refers to the scale score for the affect shown in connection with the problems set by each one of the stories. In the correlation matrix for Hypothesis 22, it may be seen that only ten out of fifty-six possible correlations were significant. The range for the correlations was from .10 to .16. The hypothesis, as can be seen, should be rejected. However, the Problem Affect expressed in Story Seven (Interpersonal Relations) and in Story Five (Anxiety) showed five significant correlations each with other areas of behavior. It may be said that a number of these problems were genuinely connected with some degree of anxiety in their solution. All of the scores contributed significantly to the Total Problem Affect score, the highest contribution being provided by Interpersonal Relations (Story Seven) with .47 at age ten and .52 at age fourteen, and Anxiety with .51 at age ten and .45 at age fourteen.

Hypothesis 23: There will be positive relationships among the measures of the same Story Completion Affect dimension, across the different behavior areas: (b) Outcome Affect.

Only thirteen of the fifty-six possible correlations were significant in the predicted direction, and they ranged from .10 to .23.

All of the scores contributed significantly to the Total Outcome Affect score. The range was from .18 to .54 with a median correlation of .38.

Summary and Conclusions

There was very poor support for the hypothesis for Mexico, but it was a little more valid at age ten, since there were more than twice the number of correlations at age ten than at age fourteen. The affect at the outcome of the problems set by the two Interpersonal Relations stories, and by the Non-Academic Task Achievement story, set the flavor for the Outcome Affect in all the other stories. This spotlights once more the importance of Interpersonal Relations in Mexico. The highest single contributor to the Total Outcome Affect was the Interpersonal Relations Outcome Affect of Story Four, with .47 at ages ten and fourteen.

Hypothesis 24: There will be positive relationships among the Story Completion Total Affect measures and the Total Coping Style measures.

Twenty out of twenty possible correlations were statistically significant. They ranged from .26 to .50. They were, on the average, just as high at age fourteen as they were at age ten.

Summary and Conclusions

Hypothesis 24 was completely verified. It is encouraging to find the substantial correlations that exist between the elements of the coping sequence, and the affect connected with both the problem and the outcome of the problem. It did indicate, among other things, that the children were emotionally involved with the problems set by the stories, at least to the extent that the emotion that they ascribed to the problem-solving sequence was definitely coherent with the situation. It is interesting also to be able to say that as much as twenty-five per cent of the variance of the Coping Effectiveness Total score was accounted for by the affect connected with the coping effort, or vice versa.

Hypothesis 25: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments: (a) Engagement vs. Engagement in Sentence vs. Story Completion.

As can be seen in the correlation matrix for Hypothesis 25, none of the sixteen relevant correlations were significant. It is a foregone conclusion that the same coping style construct in the same behavior area did not correlate across the two projective instruments. This was not encouraging at all, as far as the theory of the coping style construct, in this case Engagement, was concerned. A very large number of reasons may account for this failure. They range from the structure of the instruments to the areas which elicit the behavior of the subjects, etc.

Hypothesis 26: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments: (b) Coping Effectiveness vs. Coping Effectiveness.

As can be seen in the correlation matrix for Hypothesis 26, only one out of the sixteen relevant correlations were significant. This was no better than Engagement and the hypothesis must be rejected. There was, however, a slight tendency for the Coping Total score in both instruments to be correlated with each other. It should be pointed out that although the two instruments were built around Coping with Aggression, Authority, Anxiety, Interpersonal Relations and Task Achievement, there was no effort whatsoever to make the Story Completion items, for instance, in such a way as to try to mirror the kinds of responses that one would get from the Sentence Completion instrument.

Hypothesis 27: The Story Completion Affect measures will be positively related to the Sentence Completion Positive Affect measure and negatively related to the Sentence Completion Negative Affect measure of the same behavior area. Story Problem Affect vs. Sentence Positive and Negative Affect.

As can be seen from the data concerning Hypothesis 27, neither hypothesis was verified. It was rare that the hypothesis was valid within the same behavior area. Actually, the sub-hypothesis which indicated that the Problem Affect measures of the Story Completion will be positively related to the Sentence Completion Positive Affect measures, is totally untenable, and it would be untenable even if it were stated indicating that these correlations would take place across behavior areas. On the contrary, the sub-hypothesis that indicated that indicated that the Problem Affect measures of the Story

Completion would be negatively related to the Sentence Completion Negative Affect measure had some significant data in the predicted direction. This was the case for certain scores across behavior areas. This was the case for the Anxiety score for Story Completion, for the Authority score for Story Completion (Story Ten), for the Nonacademic Task Achievement score of Story Six, and for the relationship of Problem Affect Total to Negative Affect Total of the Sentence Completion. Actually for Problem Affect in its relation to sentence Completion Negative Affect, four of the sixteen relevant correlations were significant. At both age levels the predicted negative relationship for the Anxiety area was significant. At age ten only the relationship was significant between Story Ten Authority and Sentence Completion Authority; while at age fourteen only the relationship was significant between Nonacademic Task Achievement and the Sentence Completion Task Achievement area. Of interest, but not pertinent to the hypothesis is the fact that at age ten the Anxiety Story Problem Affect was significantly (and negatively) related to Sentence Completion Negative Affect in all areas. The data tended to indicate that, for all of those negative correlations that were observed in Hypothesis 27, the Problem Affect at the Story Completion, is certainly not as negative as the Negative Affect scores for the Sentence Completion or vice versa.

Hypothesis 28: The Story Completion Outcome Affect measures will be positively related to the Sentence Completion Positive Affect measures and negatively related to the Sentence Completion Negative Affect measures of the same behavior area.

As can be seen from the data concerning Hypothesis 28, this hypothesis must be totally rejected for both positive and negative Sentence Completion Affect. In both cases, none of the pertinent correlations were significant in the predicted direction for either age group.

Hypotheses 29 - 30: The Sentence and Story Completion Total measures of Coping Style dimension will be positively related to the SAI Coping measures and negatively related to the SAI Defensive measures.

As can be seen from the correlation matrix of Hypothesis 29, this hypothesis with Sentence Completion data must be totally rejected for age ten. However, it was verified for the relationship of Active Coping, with Total Stance, Total Engagement and Total Coping at fourteen years of age, and it was largely true for the relationship of Passive Defensive with Total Stance, Total Engagement and Total Coping at age fourteen. The largest negative correlation was that between Passive Defensive and Total Coping with a -.22 at age fourteen. Thus the hypothesis as a whole received moderate verification at age fourteen.

As can be seen from the data, this hypothesis with Story Completion data also must be totally rejected. There was only one correlation significant in the predicted direction. The Passive Defensive score correlated negatively with Engagement at fourteen years of age.

Hypothesis 31: This is a complex hypothesis. It includes the following sub-hypotheses. The SAI Coping scores will be: (a) positively related with the Story Completion Total Affect measures, (b) positively related with the Sentence Completion Total Positive Affect measure, (c) negatively related with the Sentence Completion Total Negative Affect measure. The SAI Defensive scores will be: (a) negatively related with the Story Completion Total Affect measures, (b) negatively related with the Sentence Completion Total Positive Affect measure, and (c) positively related with the Sentence Completion Total Negative Affect measure.

From the correlation matrix of Hypothesis 31, it can be seen that this hypothesis must be totally rejected. Only at age ten was the Total Story Outcome Affect negatively related with Active Defense, and only at fourteen was the Total Sentence Completion Negative Affect positively related with Passive Defensive.

Hypothesis 32: The Occupational Values Intrinsic measures will be positively related with the Sentence and the Story Total Coping dimension measures.

The hypothesis must be rejected for both instruments at both age levels. Only six out of one hundred and seventy-six correlations were significant in the predicted direction. These very few exceptions might just be random correlations among the many, so no further commentary will be made.

Hypothesis 33: The Occupational Values Intrinsic measures will be positively related with the SAI Coping measures and negatively related with the SAI Defensive measures.

The hypothesis must be rejected. In the correlation matrix one can see that there were few interesting relationships that appeared. For instance, at fourteen years of age the Occupational Value of Independence was correlated positively with Active Coping and negatively with Passive Defensive. At age ten, Altruism was correlated negatively with Active Defensive. At age ten, Self-Satisfaction was correlated negatively with Active Defensive, and Creativity was correlated positively with Active Coping. Finally, Variety was correlated positively at age fourteen with Passive Coping. All of the remainder of the significant correlations (four) were in the direction opposite from that predicted.

Hypothesis 34: The Occupational Values Intrinsic measures will be positively related with the two Story Total Affect measures and the Sentence Total Positive Affect measures and negatively related with Sentence Total Negative Affect measures.

As can be seen from Hypothesis 34, this hypothesis must be rejected for both instruments at both age levels. Only one of the seventy-two correlations was significant in the predicted direction.

Hypothesis 35: The Occupational Values Extrinsic measures will be negatively related with the Sentence and the Story Total Coping dimension measures.

As can be seen from the correlation matrix related to Hypothesis 35, this hypothesis must be totally rejected. The only Extrinsic Occupational value that had any correlations at all with these Total Coping dimension measures was Follow Father. Here, at fourteen, Follow Father correlated with .16 with the Sentence Stance, .18 with the Sentence Total Coping, -.11 with the Total Story Stance, and .14 with the Total Story Engagement. At age ten, there was a positive correlation with the Sentence Completion Total Coping. Thus, only one correlation (out of one hundred and forty-four) was significant in the predicted direction.

Hypothesis 36: The Occupational Values Extrinsic measures will be negatively related with the SAI Coping measures and positively related with the SAI Defensive measures.

As can be seen from the correlation matrix for Hypothesis 36, this hypothesis must be completely rejected as only one out of sixty-four correlations was significant in the predicted direction.

Hypothesis 37: The Occupational Values Extrinsic measures will be negatively related with the two Story Total Affect measures and the Sentence Total Positive Affect measures, and positively with Sentence Total Negative Affect measures.

As can be seen from the data relating to Hypothesis 37, this hypothesis must be completely rejected.

Hypothesis 38: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration, will be positively related with the Sentence and Story Total Coping dimension measures.

Of fifty-four possible correlations only nineteen were significant, with only thirteen significant in the predicted direction. With the degree of generalization that this hypothesis has been stated, it must be rejected. However, it was largely true for some of the individual Total Coping dimension measures. Thus, the Total Sentence Stance had four out of six correlations in the direction of the hypothesis. For the Total Coping for the Sentence Completion, five of six significant correlations were in the direction of the hypothesis. Total Engagement for the Story Completion had four out of six significant correlations in the proposed direction. It is interesting that Total Stance for the Story Completion gave significant correlations in the opposite direction of the hypothesis: all six correlations were negative. In general, then, the hypothesis tended to be true for the Sentence Completion Total scores, except Engagement, and generally false for the Story Completion. We have seen previously that these two ways of measuring Coping behavior did not necessarily correlate with each other. In this case, we can see how independent are the scores from one to the other instrument, in relation to the Occupational Interests of the children in the sample.

Hypothesis 39: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration, will be positively related with the SAI Coping measures and negatively related with the SAI Defensive measures.

Twelve out of twenty-four possible correlations turned out, with one exception, in the predicted direction. The hypothesis was verified for some of the SAI Coping measures and not for others. As can be observed in the correlation matrix, all six correlations of Active Coping and the three interest measures were positive. They ranged from .12 to .19 and they were generally just as strong at age ten as at fourteen years of age. It therefore appears that the more active the Coping, the higher the Occupational Aspiration, the Occupational Expectation, and the Educational Aspirations. For Passive Coping, the hypothesis was largely not verified, although at age ten there was a significant positive correlation between Passive Coping and Occupational and Educational Aspiration. However, this variable had a negative correlation at age fourteen with Occupational Expectation. This means that there was a positive relationship between Passive Coping and Occupational and Educational Aspiration in the younger child, but this relationship became negative at fourteen years of age. Finally, the hypothesis of a negative relationship between Passive Defensive and the three Occupational variables was verified at age fourteen, but not at age ten. This seems to somewhat confirm the results already observed for Passive Coping. Passive Defensive had no relationship at age ten, but it was negative and as high as -.23 at age fourteen.

Hypothesis 40: The status level measures of Occupational Aspirations, Occupational Expectation, and Educational Aspiration, will be positively related with the two Story Total Affect measures and the Sentence

Total Positive Affect measures and negatively related with the Sentence Total Negative Affect measures.

The hypothesis was largely verified for the negative correlation with the Total Sentence Negative Affect, but was not verified for all the other variables. As can be seen from the data concerning Hypothesis 40, all three occupational variables were negatively related to the Total Negative Sentence Completion Affect at age fourteen. In this case, the hypothesis was totally verified, but only Educational Aspiration was negatively related at age ten. The Story Completion Problem Affect was significantly related at age fourteen with Occupational and Educational Aspirations, but not at all at age ten.

Hypothesis 60: There will be a positive relationship among the Parent-Child Interaction items.

This hypothesis was partially verified. One should, of course, be reminded that in several of these scales there were overlapping items which contributed to more than one scale. This, of course, would provide a certain degree of correlation. The highest correlations were to be found between Parental Interaction and Father Interaction with .67 at age ten and .75 at age fourteen. Next highest were between Self-Image and Father Interaction with .58 and .59 at age ten and at age fourteen, respectively. The lowest intercorrelations appeared between Father Interaction and Mother Interaction, a correlation between two variables which had no items in common. It did appear that there was fairly high role differentiation in this area in spite of the fact that they still related significantly to each other. Next lowest was Mother Interaction and Parental Interaction, which, in spite of the fact that it did have one score in common, showed a relatively low correlation. Finally, Mother Interaction and Self-Image were substantially correlated but certainly much lower than Self-Image and Father Interaction. This appeared to indicate that the Self-Image was far more predictable from the Father Interaction than from the Mother Interaction item. This was certainly interesting, since the Mexican father is much less at home with the children than the Mexican mother and still has, apparently, a more important function in the forming of the self-image.

Hypothesis 61: There will be a positive relationship between the Parent-Child Interaction items of the Sentence Completion and the Authority Attitude, Coping Style, Coping Effectiveness and Positive Affect measures of the Sentence Completion instrument, and a negative relationship with the Authority Negative Affect measure.

The hypothesis must be mostly rejected for most of the Parent-Child Interaction items with the exception of Self-Image at age fourteen, where four of the six possible intercorrelations followed the hypothesis. Thus the Self-Image correlated at age fourteen, .27 with Authority Attitude, .12 with Authority Stance, .14 with Authority Coping Effectiveness, and -.13 with Authority Negative Affect. This showed the extent to which the Self-Image was built on the attitude toward , and the child coping behavior with, Authority. The Father Interaction had two positive correlations at age fourteen, one of .21 with Authority Attitude and one of .10 with Authority Engagement.

Hypothesis 62: There will be a positive relationship between the Parent-Child Interaction items of the Sentence Completion and the Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion instrument and a negative relationship with the Total Negative Affect measure.

Again, the hypothesis was partially verified only for Self-Image, where more than half of the correlations were significant at age fourteen, and half were significant at age ten with this hypothesis.

Hypothesis 63: There will be a positive relationship between the Parent-Child Interaction scores of the Sentence Completion and the Story Completion Coping Effectiveness scores for the Authority stories.

The hypothesis must be totally rejected with one exception; at age fourteen, the Self-Image correlated .10 with Story Two Coping Effectiveness.

Hypothesis 64: There will be a positive relationship between the Parent-Child Interaction scores of the Sentence Completion and the Attitude Toward Authority measures of the Sentence Completion.

Again, the hypothesis must be totally rejected with only one of eight correlations significant.

Hypothesis 65: There will be a positive relationship between the Parent-Child Interaction items of the Sentence Completion and the Total Coping Style, Coping Effectiveness and Affect scale scores of the Story Completion instrument.

This hypothesis must be generally rejected with only nine out of sixty-four correlations significant. One partial verification was for the Self-Image score in the ten-year-old sample. At this age, there was a correlation of .10 with Total Engagement, .15 with Total Initiation, .15 with Total Implementation, .10 with Outcome Affect, and .16 with Total Coping Effectiveness. Interaction with the mother had three significant correlations at age ten and one at age fourteen, with Total Initiation, Total Implementation and Total Outcome Affect at age ten, and Total Problem Affect at age fourteen.

Hypothesis 66: There will be a positive relationship between the Parent-Child Interaction items from the Sentence Completion and the Active and Passive Coping scores from the Social Attitudes Inventory and a negative relationship with the Active and Passive Defensive scores.

The hypothesis was verified for the coping scores and Self-Image at age ten and for Active Defense with the Self-Image at age fourteen. Otherwise and for every other intercorrelation, the hypothesis must be rejected.

Hypothesis 67: There will be a positive relationship between the Father-Child Interaction item from the Sentence Completion and the occupational value"Follow Father."

This hypothesis must be rejected as neither correlation was significant.

Hypothesis 68: There will be a positive relationship between the Parent-Child Interaction items of the Sentence Completion and the Intrinsic Occupational Values.

The hypothesis must be rejected. There were five out of seventy-two significant correlations here and there. Self-Image correlated with Creativity and the Total Intrinsic score, and the Mother Interaction with Altruism and the Total Intrinsic score.

Hypothesis 69: There will be a negative relationship between the Parent-Child Interaction items of the Sentence Completion and the Extrinsic Occupational Values.

The hypothesis must be rejected. There were just a few negative intercorrelations as predicted, all of them at ten years of age. Thus, Self-Image correlated -.17 with Security and -.12 with the Total Extrinsic score. Interaction with Parents correlated -.13 with Security and -.12 with Surroundings. Interaction with Mother correlated -.14 with Security, -.12 with Associates, and -.11 with the Total Extrinsic score. Interaction with Father correlated -.16 with Security. The Security value produced systematic intercorrelations in the ten-year-old sample, with the four Parent-Child Interaction items. It appeared, therefore, that the better the child was interacting with the father and the mother, the better self-image he had; the less he was interested in the value of Security. This goes once more, very well with the hypothesis that indicated that Security was not, in Mexico, a very important Occupational Value, due to the protection received from the family.

Hypothesis 70: There will be a negative relationship between the Father-Child Interaction item and the discrepancy scores, etc.

This hypothesis must be rejected, since only one of twelve correlations was significant in the predicted direction.

PREDICTOR-CRITERION CORRELATIONS

Hypothesis 41: There will be positive relationships between the Aptitude variable and the Achievement variables.

As may be seen in the correlation matrix for Hypothesis 41, Aptitude was correlated a low .17 at age ten but a substantial .53 at age fourteen with Mathematics Achievement. It was correlated substantially with Reading Achievement at both ages ten and fourteen (.50, .41), and it was moderately correlated with GPA at both ages. The hypothesis was certainly verified, but its predictive value, particularly for the GPA, was not high.

Hypothesis 42: There will be positive relationships between the Intrinsic Occupational Values and the Criterion measures.

As may be seen in the data relating to Hypothesis 42, twenty-eight out of a possible fifty-four intercorrelations were significant, but for ten values these correlations went in the opposite direction of the hypothesis, while eighteen were in the predicted direction. The results indicated that for the particular dimensions in comparison, the hypothesis should be made by each Occupational Value separately, rather than to put them all together under the label of "Intrinsic Occupational Values." We have seen before that the hypothesis that all values could go under one heading, was not satisfied by the data. Let us then see first for which values and at what ages the hypothesis was verified. The Occupational Value of Altruism confirmed the hypothesis at both age levels. The correlations ranged from .11 to .23. It is interesting to note that the highest correlations (.23 at age ten and .22 at age fourteen) were between Altruism and GPA. At any rate, it can be kept in mind that the Occupational Value of Altruism did correlate with measures of achievement. The hypothesis was verified at age ten, but not at age fourteen for the value of Self-Satisfaction. It is interesting to note that the Occupational Value of Independence had the highest correlations in the data with Mathematics and Reading Achievement at fourteen years of age. Creativity showed three significant correlations out of six with the Achievement measures. In complete opposition to the hypothesis was the Occupational Value of Variety. All six of its correlations with the Achievement measures were negative. It was, therefore, true that there was a real, even if it was a slight, tendency for those who chose Variety to score lower on the Achievement measures than other children. Finally, three of the six correlations of the Occupational Value of Management were directly opposite to the hypothesis. Some of those that were high in the value of commanding people tended in Mexico to score low in the Achievement tests.

Hypothesis 43: There will be negative relationships between the Extrinsic Occupational Values and the Achievement measures.

The same commentary is valid here that was made for Hypothesis 42. The hypothesis tended to be true at certain ages and not at others and for certain values and not for others. There was an interesting pattern, however. Economic Returns and Prestige followed the hypothesis completely at age ten but not at age fourteen, and the Occupational Value of Security followed the hypothesis completely at age fourteen, but not at age ten. Generally then, the higher the interest of these children on Economic Returns and Prestige and in Security in the job, the lower their scores in Mathematics Achievement, Reading Achievement, and GPA. These scores therefore have some value in understanding the cultural patterning for these values in Mexico. Associates and Follow Father had no relationship whatever to Achievement, and Success at age ten had positive correlations with Reading and GPA (which were opposite from the direction predicted).

Hypothesis 44: There will be positive relationships between the status levels of Occupational Aspirations, Occupational Expectations and Educational Aspiration and the Achievement measures.

Thirteen out of eighteen possible intercorrelations were significant, eleven of them at the .01 level of confidence. About the same number were significant at age ten as at fourteen years of age. Occupational Aspirations was correlated .29 with Reading Achievement and .14 with GPA at age ten. Also, it was correlated .26 with Mathematics Achievement, .26 with Reading Achievement, and .12 with GPA at age fourteen. The hypothesis here was completely verified at fourteen years of age, and largely at age ten. For Occupational Expectations, there was a substantial correlation of .32 at age ten with Reading Achievement and of .14 with GPA. At age fourteen the correlations were with Mathematics Achievement (.16) and with Reading Achievement (.21). The hypothesis was largely verified at both age levels. For Educational Aspiration there was a substantial correlation of .30 at age fourteen with Mathematics Achievement and of .25 with Reading Achievement, while at age ten there was a correlation with Reading Achievement of .26 and with GPA of .11.

Summary and Conclusions

The Occupational Interest variables did have acceptable correlations with the Achievement measures. This should indicate, first, that the students were serious when they were answering the Occupational Interest Inventory. Secondly, and importantly, the higher the aspiration, the higher were the Achievement scores. It is interesting that the objective Achievement scores were correlated much higher than was the the GPA. This appears to indicate that the GPA was a less reliable measure of achievement than the other two.

Hypothesis 45: There will be negative relationships between the Occupational Interest discrepancy scores and the Achievement measures.

For most of the discrepancies, the hypothesis must be rejected. The only variable that verified the hypothesis completely at ten years of age and partially at age fourteen, is Father Job Less Subject Aspirations. This showed a -.35 correlation with Mathematics Achievement, -.17 with Reading Achievement, and -.19 with GPA at age ten; and -.26 with Mathematics Achievement and -.23 with Reading Achievement at age fourteen. What this means is that when the subject aspired to more than his father's job, he did well in the objective achievement measures, particularly in Mathematics.

Hypothesis 46: (a) There will be a positive relationship between the SAI Active and Passive Coping measures and the Achievement measures.

(b) There will be a negative relationship between the SAI Active and Passive Defensive measures and the Achievement measures.

Hypothesis 46 (a) was fairly well verified for Active Coping. Here at age ten, Active Coping was correlated .12 with Reading Achievement and .10 with GPA. At age fourteen the correlations were larger: .19 with Mathematics Achievement and .21 with Reading Achievement. The hypothesis was not verified for Passive Coping, where an interesting phenomenon took place. While it was largely verified at age ten with a .14 correlation with Reading Achievement and .11 with GPA; it was in the opposite direction of the hypothesis at age fourteen with -.10 for Reading Achievement and -.10 with GPA. Hypothesis 46 (b) must be rejected for Active Defensive, but it was partially verified for Passive Defensive. It was found that at age ten there was a negative correlation between Passive Defensive and Reading Achievement and at age fourteen, there were two correlations, -.17 with Mathematics Achievement and -.21 with Reading Achievement.

Active Coping did tend to go along with higher achievement, but for Passive Coping, it was verified at age ten, but at age fourteen just the opposite results were obtained. It has been found, from other data of this study, that Passive Coping was more characteristic of the younger ages than the older ages. It appears that Active Defensive types of behavior may not be well seen in the ten-year-old by his teachers and this may affect the GPA negatively, but it was clear that the Passive Defensive behavior was particularly negative at age fourteen in its relationship to Mathematics and Reading Achievement.

Hypothesis 47: There will be a positive relationship between the Criterion measures and the Sentence Completion Coping Style variables in the different areas of behavior: (a) Stance.

Only ten out of the possible thirty-six correlations were significant in the predicted direction. The hypothesis should be rejected for the most part. However, for some of the Sentence Completion coping variables, the hypothesis, at certain ages, came close to being verified. Thus Stance toward Aggression was significantly related to Mathematics Achievement and GPA at age ten. Stance toward Anxiety was significantly related (.18) to Reading Achievement and (.14) to GPA at age fourteen. Stance toward Interpersonal Relations was significantly related (.20) to Mathematics Achievement and (.15) with Reading Achievement at age fourteen, and finally, Total Stance was significantly related (.16) to Mathematics Achievement and (.24) to Reading Achievement also. Thus, Anxiety, Interpersonal Relations and Total Stance of the Sentence Completion did relate significantly with the objective achievement measures at age fourteen.

Hypothesis 48: There will be a positive relationship between the Criterion measures and the Sentence Completion Coping Style variables in the different areas of behavior: (b) Engagement.

This hypothesis must be rejected with the only exception being that of Interpersonal Relations Engagement at fourteen years of age, which had two significant though quite low correlations with Mathematics and GPA. Also, Aggression Engagement was significantly correlated (.14) with Arithmetic Achievement at age ten.

Hypothesis 49: There will be a positive relationship between the Criterion measures and the Sentence Completion Coping Style variables in the different areas of behavior: (c) Coping Effectiveness.

The hypothesis was largely verified at fourteen years of age with thirteen out of eighteen correlations being significant, most of them at the .01 level of confidence. It was not verified at age ten with only two of the correlations reaching significance. As can be seen from the data relating to Hypothesis 49, the Total Coping correlations verified the hypothesis at age fourteen. The same can be said of the

Interpersonal Relations coping score, and of the Anxiety coping score. Reading Achievement had the most consistent correlations with the Coping measures of the Sentence Completion, showing .14 with Coping with Aggression, .19 with Coping with Authority, .22 with Coping with Anxiety, .15 with Coping with Interpersonal Relations, .14 with Task Achievement Coping, and .28 with Total Coping, all at age fourteen.

Hypothesis 50: There will be a positive relationship between the Sentence Completion Attitude measures and the Criterion measures.

As can be seen in the correlation matrix, this hypothesis must be totally rejected. There was no relationship whatever between Attitude as measured in the Sentence Completion and the Achievement measures.

Hypothesis 51: (a) There will be a positive relationship between the Sentence Completion Positive Affect variables and the Criterion measures.

(b) There will be a negative relationship between the Sentence Completion Negative Affect variables and the Criterion measures.

Hypothesis 51 (a) should be generally rejected, but it was true for certain ages and for certain variables. Thus, at fourteen years of age, for the Positive Affect of Task Achievement, there were three significant relationships with the Achievement measures which were significant beyond the .01 level of significance. This was also true for Total Positive Affect, which was probably influenced by the Task Achievement Positive Affect in this case. With regard to Hypothesis 51 (b), it was largely verified for Task Achievement Negative Affect at fourteen years of age, with two correlations with Mathematics and Reading Achievement and, probably for the same reason discussed above, with the Total Negative Affect score.

Hypothesis 52: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimensions: (a) Engagement.

The hypothesis should be generally rejected except for certain ages and variables. The Story Completion Anxiety Engagement of Story Five was correlated with all three Achievement measures at age fourteen and with Reading Achievement and GPA at age ten. Engagement toward Aggression (Story Eight) was correlated at age ten with Reading Achievement and GPA. Academic Task Achievement (Story One) was correlated .11 and .17 with Mathematics and Reading Achievement respectively at age fourteen, and with .12 with Reading Achievement at age ten.

Hypothesis 53: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimentions: (b) Initiation.

The same situation existed as with the previous hypothesis. Initiation for Story Eight (Aggression) was correlated .15 with Reading Achievement and .10 with GPA at age ten. Anxiety Initiation was correlated .13 with Mathematics Achievement and .15 with Reading Achievement at age ten. Initiation toward Interpersonal Relations (Story Four) was correlated .14 with Mathematics Achievement and .14 with Reading Achievement at age ten. Academic Task Achievement (Story One) Initiation was correlated .23 with Reading Achievement and .19 with GPA at age ten.

Hypothesis 54: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimensions: (c) Implementation.

This hypothesis must be largely rejected. Only in a few variables and at ten years of age was the hypothesis verified. Thus, Implementation of Aggression was correlated .10 with Mathematics Achievement, .12 with Reading Achievement, and .14 with GPA at age ten. Anxiety was correlated with Reading Achievement and GPA, .10 and .12 respectively, and Implementation for Authority (Story Ten) was correlated .12 with Mathematics Achievement and .10 with GPA, all at age ten.

Hypothesis 55: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimensions: (d) Persistence.

Overall, this hypothesis should be largely rejected with fourteen out of fifty-four correlations significant. The hypothesis was largely true for Persistence toward Anxiety as at age ten and fourteen it was significantly correlated with two of the three Achievement measures. Persistence toward Authority at age ten had two correlations with Achievement measures. Interpersonal Relations Persistence (Story Four) had two intercorrelations with Achievement measures at age ten. Finally, Total Persistence had two intercorrelations with Achievement measures at age ten.

Hypothesis 56: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimensions: (e) Coping Effectiveness.

This hypothesis must be largely rejected with only eleven out of fifty-four correlations significant. Aggression Coping Effectiveness had two correlations with Achievement measures at age ten. The best predictor was Anxiety with five intercorrelations, two at age ten and three at age fourteen, with the Achievement measures. Academic Task Achievement had two correlations and Total Coping two correlations, both of them at age ten.

Summary and Conclusions

The Coping Style dimensions for Story Five (Anxiety) were by far the best predictors of Academic Achievement of all the stories. The next best predictor was the way Story Eight (Aggression) was handled by the different Coping Style dimensions.

Hypothesis 57: There will be a positive relationship between the Criterion measures and the Story Completion Affect dimensions: (a) Problem Affect.

The hypothesis must be rejected at both age levels since only three out of fifty-four correlations were significant.

Hypothesis 58: There will be a positive relationship between the Criterion measures and the Story Completion Affect dimensions: (b) Outcome Affect.

This hypothesis must be rejected at both age levels since only four out of fifty-six correlations were significant in the predicted direction.

Hypothesis 71: There will be a positive relationship between the Parent-Child Interaction items of the Sentence Completion instrument and the Aptitude and Achievement measures.

The hypothesis must be rejected. It was only true at ten years of age for the Self-Image, in its relationship with Aptitude and Reading Achievement, and in Mathematics Achievement with Interaction with Mother at age ten. In all the other correlations, the opposite of the hypothesis was found. It was particularly clear at fourteen years of age with the Interaction with Father item where there were three negative correlations, -.15 with Aptitude, -.12 with Mathematics Achievement, and -.11 with Reading Achievement. The same thing happened at age ten for the Interaction with Parents which correlated -.16 with Aptitude and -.19 with Reading Achievement. Generally, if anything, it should be said that the better the child and the parent get along, the greater the tendency, particularly at age fourteen, to have less achievement.

Hypothesis 72: There will be a positive relationship between the Parent-Child Interaction items of the Sentence Completion and both the peer BRS Authority item and the peer BRS summary score.

This hypothesis was not treated because of the problems with the BRS scores. The same is true for Hypothesis 73.

FIGURE 3

MEXICO TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 1: There will be positive relationships among the achievement criterion measures.

INSTRUMENTS: Math-Reading-Grade Point Average
VARIABLES: Same

	2 MATH		3 READING		4 G.P.A.	
	10	14	10	14	10	14
2 MATH				.58	.31	.49
3 READING		.58			.51	.49
4 GRADE POINT AVERAGE	.31	.49	.51	.49		

Hypothesis 2: This hypothesis has been deleted because any data involving the Peer BRS for Mexico will not be analyzed as Mexico's data for this instrument was not amenable to analysis.

HYPOTHESIS 3: There will be positive relationships among the intrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Intrinsic Values

	21 OCC. VAL. ALTRUISM		22 OCC. VAL. ESTHETICS		23 OCC. VAL. INDEPEN.		24 OCC. VAL. MANAGEMENT		26 OCC. VAL. SELF-SATIS		27 OCC. VAL. INTEL.STIM		28 OCC. VAL. CREATIVITY		34 OCC. VAL. VARIETY	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
21 ALTRUISM			-.16	-.13	-.18			-.13	.21						-.16	-.15
22 ESTHETICS	-.16	-.13						-.17	-.14	-.23	-.20			.13		
23 INDEPENDENCE	-.18										-.18	-.24	-.12	-.19		-.17
24 MANAGEMENT		-.13		-.17					-.23		-.18	-.19	-.16	-.17		
26 SELF-SATISFACTION	.21		-.14	-.23			-.23						-.15	-.28	-.14	
27 INTELLECTUAL STIMULATION			-.20		-.18	-.24	-.18	-.19					.33	.22		.25
28 CREATIVITY				.13	-.12	-.19	-.16	-.17	-.15	-.28	.33	.22				.12
34 VARIETY	-.16	-.15				-.17			-.14			.25		.12		
36 INTRINSIC TOTAL	.24	.22	.32	.34	.18	.12	.17	.15	.18	.16	.30	.42	.35	.42	.33	.39

HYPOTHESIS 4: There will be positive relationships among the extrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Extrinsic Values

	25 OCC. VAL. SUCCESS		29 OCC. VAL. SECURITY		30 OCC. VAL. PRESTIGE		31 OCC. VAL. ECON. RET.		32 OCC. VAL. SURROUND.		33 OCC. VAL. ASSOCIATES		35 OCC. VAL. FOL.FATHER	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14
25 SUCCESS			.25	.24	-.18	-.15	-.11				-.11	-.16		
29 SECURITY	.25	.24			-.17	-.16		.22						
30 PRESTIGE	-.16	-.15	-.17	-.16			.50	.29	-.31	-.33	-.30	-.27	-.18	
31 ECONOMIC RETURNS	-.11			.22	.50	.29			-.25	-.20	-.18	-.12	-.15	
32 SURROUNDINGS					-.31	-.33	-.25	-.20			.29	.40	-.16	-.25
33 ASSOCIATES	-.11	-.16			-.30	-.27	-.18	-.12	.29	.40				-.15
35 FOLLOW FATHER					-.18		-.15		-.16	-.25		-.15		
37 EXTRINSIC TOTAL	.23	.21	.31	.46	.31	.32	.40	.50			.24	.21	.43	.38

HYPOTHESIS 5: There will be negative relationships among the intrinsic and extrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Intrinsic and Extrinsic Values

	21 OCC. VAL. ALTRUISM		22 OCC. VAL. ESTHETICS		23 OCC. VAL. INDEPEN.		24 OCC. VAL. MANAGEMENT		26 OCC. VAL. SELF-SATIS		27 OCC. VAL. INTEL.STIM		28 OCC. VAL. CREATIVITY		34 OCC. VAL. VARIETY		36 INTRINSIC TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
25 SUCCESS		.10	-.21	-.28	-.25				.10	.15		.11		-.20			-.23	-.21
29 SECURITY		-.14	-.19	-.19	-.14	-.13							-.10	-.32	-.13	-.11	-.31	-.46
30 PRESTIGE	-.38	-.28		.11				-.14	-.38	-.32	-.10	-.17	.11	.13		-.14	-.31	-.32
31 ECONOMIC RETURNS	-.39	-.31					.11		-.31	-.13	-.15	-.29		-.24		-.16	-.40	-.50
32 SURROUNDINGS	.21	.24		-.18			-.11		.17	.14	-.11		-.25	-.18				
33 ASSOCIATES				-.11	.10		-.16	-.10	.15		-.20	-.15	-.30	-.18	-.16		-.24	-.21
35 FOLLOW FATHER			-.23	-.13			-.12			-.11		-.22	-.16		-.19	-.22	-.43	-.38
37 EXTRINSIC TOTAL	-.24	-.22	-.32	-.34	-.18	-.12	-.17	-.15	-.18	-.16	-.30	-.42	-.35	-.42	-.33	-.39	-1.0	-1.0

FIGURE 3
MEXICO TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 6: **There will be positive relationships among the status levels of occupational aspiration, occupational expectation, and educational aspiration measures.**

INSTRUMENTS: Occupational Interests
VARIABLES: Occupational Aspiration, Occupational Expectation, & Educational Aspiration

		38*		39*		109*	
		OCC.		OCC.		ED.	
		ASPIRATION		EXPECT.		ASPIRATION	
		10	14	10	14	10	14
38	OCCUPATIONAL ASPIRATION			.63	.46	.49	.38
39	OCCUPATIONAL EXPECTATION	.63	.46			.42	.49
109	EDUCATIONAL ASPIRATION	.49	.38	.42	.49		

*Remember that these Variables are reversed. Thus any correlations involving these Variables if positive, are actually negative correlations and if negative are actually positive correlations.

HYPOTHESIS 7: There will be positive relationships among the Occupational Interests discrepancy measures.

INSTRUMENTS: Occupational Interests
VARIABLES: Discrepancy Measures

		40		41		42		43	
		OCC.INT.		OCC.INT.		OCC.INT.		OCC.INT.	
		EXP./ASP.		F.OCC./ASP		F.ASP/ASP		M.ASP/ASP	
		10	14	10	14	10	14	10	14
40	EXPECTATION/ ASPIRATION			.29	.37	.56	.55	.47	.60
41	FATHER OCC. ASPIRATION	.29	.37			.32	.33	.26	.30
42	FATHER ASP./ ASPIRATION	.56	.55	.32	.33			.60	.64
43	MOTHER ASP./ ASPIRATION	.47	.60	.26	.30	.60	.64		

HYPOTHESIS 8: There will be: (1) a positive relationship between the SAI active and passive coping measures, (2) a positive relationship between the SAI active and passive defensive measures, and (3) a negative relationship among the SAI coping and defensive measures.

INSTRUMENTS: Social Attitudes Inventory
VARIABLES: Active and Passive Coping and Defensive Measures

		44		45		46		47	
		SAI		SAI		SAI		SAI	
		ACT. COP.		PASS. COP.		ACT. DEFEN		PASS.DEFEN	
		10	14	10	14	10	14	10	14
44	ACTIVE COPING			.65	.27	.19		.45	
45	PASSIVE COPING	.65	.27			.17		.44	.29
46	ACTIVE DEFENSIVE	.19		.17				.46	.25
47	PASSIVE DEFENSIVE	.45		.44	.29	.46	.25		

HYPOTHESIS 9: There will be positive relationships among the measures of the same Sentence Completion coping style variables across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Stance

		48		54		60		66		73	
		STANCE		STANCE		STANCE		STANCE		STANCE	
		AGGRESSION		AUTHORITY		ANXIETY		IPR		TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
48	AGGRESSION			.22	.20		.14		.20		.12
54	AUTHORITY	.22	.20			.16			.17	.11	.13
60	ANXIETY		.14	.16				.14	.13	.24	.10
66	INTERPERSONAL RELATIONS		.20		.17	.14	.13				.13
73	TASK ACHIEVEMENT		.12	.11	.13	.24	.10		.13		
80	STANCE TOTAL	.37	.47	.61	.67	.58	.46	.47	.56	.64	.57

HYPOTHESIS 10: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Engagement

		49		55		61		67		74	
		ENGAGEMENT		ENGAGEMENT		ENGAGEMENT		ENGAGEMENT		ENGAGEMENT	
		AGGRESSION		AUTHORITY		ANXIETY		IPR		TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
49	AGGRESSION						.15				
55	AUTHORITY					-.12	.15				
61	ANXIETY		.15	-.12				.13		.17	
67	INTERPERSONAL RELATIONS					.13					
74	TASK ACHIEVEMENT					.17					
81	ENGAGEMENT TOTAL		.21	.38	.54	.50	.51	.51	.47	.65	.59

FIGURE 3
MEXICO TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 11: **There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.**

INSTRUMENTS: Sentence Completion
VARIABLES: Coping Effectiveness

		50		56		62		68		75	
		COP. EFF. AGGRESSION		COP. EFF. AUTHORITY		COP. EFF. ANXIETY		COP. EFF. IPR		COP. EFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
50	AGGRESSION			.29	.26	.12	.15	.23	.20	.10	.19
56	AUTHORITY	.29	.26			.13	.16	.36	.26	.18	.22
62	ANXIETY	.12	.15	.13	.16			.10	.11	.24	.17
68	INTERPERSONAL RELATIONS	.23	.20	.36	.26	.10	.11			.20	.23
75	TASK ACHIEVEMENT	.10	.19	.18	.22	.24	.17	.20	.23		
82	COPING EFF. TOTAL	.47	.51	.68	.69	.52	.48	.63	.62	.66	.65

HYPOTHESIS 12: There will be **positive relationships among the Sentence Completion attitude measures across behavior areas.**

INSTRUMENTS: Sentence Completion
VARIABLES: Attitude Measures

		53		65		72	
		ATTITUDE AUTHORITY		ATTITUDE IPR		ATTITUDE TASK ACH.	
		10	14	10	14	10	14
53	AUTHORITY			.20	.33		.14
65	INTERPERSONAL RELATIONS	.20	.33				.15
72	TASK ACHIEVEMENT		.14		.15		
79	ATTITUDE TOTAL	.67	.69	.74	.80	.48	.54

HYPOTHESIS 13: **There will be positive relationships among measures of the same Sentence Completion affect dimension across the different behavior areas.**

INSTRUMENTS: Sentence Completion
VARIABLES: Negative Affect

		51		57		69		76	
		NEG. AFF. AGGRESSION		NEG. AFF. AUTHORITY		NEG. AFF. IPR		NEG. AFF. TASK ACH.	
		10	14	10	14	10	14	10	14
51	AGGRESSION			.38	.29	.21	.22	.12	.22
57	AUTHORITY	.38	.29			.39	.34	.24	.28
69	INTERPERSONAL RELATIONS	.21	.22	.39	.34			.30	.30
76	TASK ACHIEVEMENT	.12	.22	.24	.28	.30	.30		
83	NEG. AFF. TOTALS	.53	.52	.78	.78	.70	.68	.59	.62

HYPOTHESIS 14: **There will be positive relationships among measures of the same Sentence Completion affect dimension across the different behavior areas.**

INSTRUMENTS: Sentence Completion
VARIABLES: Positive Affect

		59		71		78	
		POS. AFF. AUTHORITY		POS. AFF. IPR		POS. AFF. TASK ACH.	
		10	14	10	14	10	14
59	AUTHORITY						
71	INTERPERSONAL RELATIONS						
78	TASK ACHIEVEMENT						
100	POS. AFF. TOTAL	.30	.29	.39	.36	.85	.86

HYPOTHESIS 15: **There will be a positive relationship between the total attitude measure and the total positive affect measure. There will be negative relationships between the total attitude measures and the total negative affect measure.**

INSTRUMENTS. Sentence Completion
VARIABLES: Total Attitude and Affect Measures

		83		100		79	
		NEG. AFF. TOTAL		POS. AFF. TOTAL		ATTITUDE TOTAL	
		10	14	10	14	10	14
83	NEGATIVE AFF. TOTAL			-.14		-.13	
100	POSITIVE AFF. TOTAL	-.14				.13	
79	ATTITUDE TOTAL	-.13		.13			

FIGURE 3

MEXICO TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 16: There will be positive relationships among the total amount of positive affect and the total attitude measure with coping score totals. There will be negative relationships among the total amount of negative affect expressed and the total attitude mean with the coping score totals.

INSTRUMENTS: Sentence Completion
VARIABLES: Affect & Attitude by Coping Totals

		100 POSITIVE TOTAL		83 NEGATIVE TOTAL		79 ATTITUDE TOTAL	
		10	14	10	14	10	14
80	TOTAL STANCE				-.67	.18	.11
81	ENGAGEMENT		-.17	-.42	-.34	.13	
82	COPING	.16		-.85	-.86	.20	.12

HYPOTHESIS 17: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Engagement

		148 Story 8 AGGRESSION		154 Story 5 ANXIETY		137 Story 2 AUTHORITY		138 Story 10 AUTHORITY		125 Story 4 IPR		126 Story 7 IPR		111 Story 1 A - TA		119 Story 6 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
148	AGGRESSION							.14				.15					
154	ANXIETY									.10				.14		.17	
137	AUTHORITY								.12			.18					
138	AUTHORITY	.14					.12					.12	.10				.13
125	INTERPERSONAL RELATIONS			.10								.11	.12			.10	
126	INTERPERSONAL RELATIONS	.15				.18		.12	.10	.11	.12				.19	.10	
111	ACADEMIC TASK ACH.			.14									.19				
119	NONACADEMIC TASK ACH.			.17					.13	.10		.10					
90	ENGAGEMENT TOTAL	.45	.38	.43	.36	.36	.43	.42	.46	.36	.34	.48	.42	.29	.41	.39	.40

HYPOTHESIS 18: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Initiation

		149 Story 8 AGGRESSION		155 Story 5 ANXIETY		139 Story 2 AUTHORITY		140 Story 10 AUTHORITY		127 Story 4 IPR		128 Story 7 IPR		112 Story 1 A - TA		120 Story 6 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
149	AGGRESSION						.12	.16				.13					
155	ANXIETY									.11		.11					
139	AUTHORITY		.12						.12			.14					
140	AUTHORITY	.16					.12			.10		.10	.15				.14
127	INTERPERSONAL RELATIONS			.11				.10						.11		.18	
128	INTERPERSONAL RELATIONS	.13		.11		.14		.10	.15							.11	
112	ACADEMIC TASK ACH.									.11						.20	.11
120	NONACADEMIC TASK ACH.								.14	.18		.11		.20	.11		
91	INITIATION TOTAL	.40	.38	.31	.39	.41	.52	.45	.49	.30	.35	.54	.41	.36	.17	.40	.41

HYPOTHESIS 19: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Implementation

		150 Story 8 AGGRESSION		156 Story 5 ANXIETY		141 Story 10 AUTHORITY		129 Story 4 IPR		130 Story 7 IPR		113 Story 1 A - TA		121 Story 6 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
150	AGGRESSION			.13		.19		.13		.11					
156	ANXIETY	.13						.13	.17			.14		.13	
141	AUTHORITY	.19						.10	.13	.10	.14	.12			.17
129	INTERPERSONAL RELATIONS	.13		.13	.17	.10	.13				.11	.13		.11	
130	INTERPERSONAL RELATIONS	.11				.10	.14		.11						
113	ACADEMIC TASK ACH.			.14		.12		.13							
121	NONACADEMIC TASK ACH.			.13			.17	.11							
92	IMPLEMENTATION TOTAL	.41	.36	.42	.40	.50	.54	.36	.33	.46	.46	.46	.42	.39	.45

FIGURE 3

MEXICO TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 20: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Persistence

		153		159		146		135		136		116		117		124	
		Story 8		Story 5		Story 10		Story 4		Story 7		Story 1		Story 1		Story 6	
		AGGRESSION		ANXIETY		AUTHORITY		IPR		IPR		A - TA		A - TA		NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
153	AGGRESSION					.19				.15							
159	ANXIETY							.19		.12		.17		.10		.19	
146	AUTHORITY	.19										.10					.14
135	INTERPERSONAL RELATIONS			.17								.13			-.10	.11	
136	INTERPERSONAL RELATIONS	.15		.12												.12	
116	ACADEMIC TASK ACH.			.17		.10		.13						.31	.32	.10	
117	ACADEMIC TASK ACH.			.10					-.10			.31	.32				
124	NONACADEMIC TASK ACH.			.19			.14	.11		.12		.10					
95	PERSISTENCE TOTAL	.41	.35	52	.42	.36	.46	.32	.29	.42	.34	.56	.51	.15		.50	.47

HYPOTHESIS 21: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Coping Effectiveness

		107		104		102		108		103		106		101		105	
		Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6	
		AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
107	AGGRESSION			.13			.16	.23		.11		.20	.11				
104	ANXIETY	.13				-.10								.11		.11	
102	AUTHORITY		.16	-.10					.11			.17	.11		.14		
108	AUTHORITY	.23					.11			.12		.16	.18				.19
103	INTERPERSONAL RELATIONS	.11						.12				.12					
106	INTERPERSONAL RELATIONS	.20	.11			.17	.11	.16	.18	.12					.13	.15	
101	ACADEMIC TASK ACH.			.11			.14						.13				
105	NONACADEMIC TASK ACH.			.11					.19			.15					
96	COPING EFF. TOTAL	.57	.47	.37	.31	.28	.44	.45	.48	.36	.32	.56	.47	.40	.46	.34	.41

HYPOTHESIS 22: There will be positive relationships among the measures of the same Story Completion affect dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Problem Affect

		151		157		142		143		131		132		114		122	
		Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6	
		AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
151	AGGRESSION					.12								.10			
157	ANXIETY								.11	.11		.15	.14			.15	
142	AUTHORITY	.12															
143	AUTHORITY				.11								.12				
131	INTERPERSONAL RELATIONS			.11													
132	INTERPERSONAL RELATIONS			.15	.14				.12					.12		.16	
114	ACADEMIC TASK ACH.	.10										.12					
122	NONACADEMIC TASK ACH.			.15								.16					
93	PROBLEM AFF. TOTAL	.41	.43	.51	.45	.30	.26	.38	.39	.19	.18	.47	.52	.35	.25	.44	.39

FIGURE 3

MEXICO TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 23: There will be positive relationships among the measures of the same Story Completion affect dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Outcome Affect

	152		158		144		145		133		134		115		123	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6	
	AGGRESSION		ANXIETY		AUTHORITH		AUTHORITY		IPR		IPR		A - TA		NA - TA	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
152 AGGRESSION							.15				.15					
158 ANXIETY																-.11
144 AUTHORITY									.13	.13		.12				
145 AUTHORITY	.15								.23		.12		.14			
133 INTERPERSONAL RELATIONS					.13	.13	.23						.10			.13
134 INTERPERSONAL RELATIONS	.15					.12	.12								.20	.11
115 ACADEMIC TASK ACH.							.14		.10						.11	
123 NONACADEMIC TASK ACH.				-.11						.13	.20	.11	.11			
94 OUTCOME AFF. TOTAL	.33	.19	.26	.18	.35	.54	.37	.19	.47	.47	.38	.43	.34	.33	.44	.40

HYPOTHESIS 24: There will be positive relationships among the Story Completion total affect measure and the total coping style measures.

INSTRUMENTS: Story Completion
VARIABLES: Affect Measures by Coping Style Measures

	90		91		92		95		96	
	ENGAGEMENT TOTAL		INITIATION TOTAL		IMPLEMENT. TOTAL		PERSIST. TOTAL		COPING EFF TOTAL	
	10	14	10	14	10	14	10	14	10	14
93 PROBLEM AFF.	.38	.47	.33	.40	.31	.31	.34	.26	.43	.47
94 OUTCOME AFF.	.33	.29	.36	.29	.34	.30	.27	.26	.50	.46

HYPOTHESIS 25: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Engagement by Engagement

	148		154		137		138		125		126		111		119		90	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		ENGAGEMENT	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
49 AGGRESSION										-.11		-.12	-.16					
55 AUTHORITY																		
61 ANXIETY										.12	.11							
67 INTERPERSONAL RELATIONS																		
74 TASK ACHIEVEMENT											.11							
81 ENGAGEMENT TOTAL									-.11		.12							

FIGURE 3

MEXICO TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 26: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Coping Effectiveness by Coping Effectiveness

	107		104		102		108		103		106		101		105		96	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		COPING EFF	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
50 AGGRESSION																		
56 AUTHORITY											.11							.12
62 ANXIETY											.12							
68 INTERPERSONAL RELATIONS																		
75 TASK ACHIEVEMENT											.16				.16		.13	
82 COPING EFF. TOTAL	.11					.10					.18				.13		.17	.14

FIGURE 3
MEXICO TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 27: The Story Completion affect measures will be positively related to the Sentence Completion affect measures and negatively related to the Sentence Completion negative affect measures of the same behavior area.

INSTRUMENTS: Sentence and Story Completion

VARIABLES: Story Problem Affect and Sentence Positive and Negative

		151		157		142		143		131		132		114		122		93	
		Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		PROB. AFF.	
		AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
51	NEG. AFF. AGGRESSION			-.13				-.15											
57	NEG. AFF. AUTHORITY			-.14	-.12			-.16									-.10	-.12	-.14
63	NEG. AFF. ANXIETY			-.13	-.18				-.10				-.12						
69	NEG. AFF. IPR			-.15				-.11	-.10							-.16	-.12	-.15	-.14
76	NEG. AFF. TASK ACH.			-.16								-.11					-.19	-.12	-.16
83	NEG. AFF. TOTAL			-.22	-.12			-.16				-.12	-.12				-.15	-.16	-.19
59	POS. AFF. AUTHORITY																		
71	POS. AFF. IPR														.14				
78	POS. AFF. TASK ACH.		.13																
100	POS. AFF. TOTAL																	.10	

HYPOTHESIS 28: The Story Completion affect measures will be positively related to the Sentence Completion affect measures and negatively related to the Sentence Completion negative measures of the same behavior area.

INSTRUMENTS: Sentence and Story Completion

VARIABLES: Story Outcome Affect and Sentence Positive and Negative

		152		158		144		145		133		134		115		123		94	
		Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		OUTCOME AF	
		AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
51	NEG. AFF. AGGRESSION							-.11											
57	NEG. AFF. AUTHORITY													.13					
63	NEG. AFF. ANXIETY																		.11
69	NEG. AFF. IPR																		
76	NEG. AFF. TASK ACH.		-.10														.15		
83	NEG. AFF. TOTAL																		
59	POS. AFF. AUTHORITY				-.11														
71	POS. AFF. IPR									-.11									
78	POS. AFF. TASK ACH.			.15															
100	POS. AFF. TOTAL			.15				.12											

HYPOTHESIS 29: The Sentence and Story Completion total measures of coping style dimension will be positively related to the SAI coping measures and negatively related to the SAI defensive measures.

INSTRUMENTS: Sentence Completion and SAI

VARIABLES: Sentence Total Coping Styles by SAI Coping and Defensive Variables

		80		81		82	
		TOTAL		TOTAL		TOTAL	
		STANCE		ENGAGEMENT		COPING	
	SAI	10	14	10	14	10	14
44	ACTIVE COPING		.13		.10		.12
45	PASSIVE COPING						
46	ACTIVE DEFENSE						-.12
47	PASSIVE DEFENSE	-.12					-.22

HYPOTHESIS 30: The Sentence and Story Completion total measures of coping style dimension will be positively related to the SAI coping measures and negatively related to the SAI defensive measures.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Total Coping Styles by Coping and Defensive variables

		89		90		91		92		95		96	
		TOTAL		TOTAL		TOTAL		TOTAL		TOTAL		TOTAL	
		STANCE		ENGAGEMENT		INITIATION		IMPLEMENT.		PERSIS.		COPING	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14
44	ACTIVE COPING												
45	PASSIVE COPING												
46	ACTIVE DEFENSE												
47	PASSIVE DEFENSE		.14		-.13								

FIGURE 3
MEXICO TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 31: The SAI coping scores will be positively related with the Story Completion total affect measures, positively related with the Sentence Completion total positive affect measure, and negatively related with the Sentence Completion total negative affect measures.
The SAI defensive scores will be negatively related with the Story Completion total affect measures, negatively related with the Sentence Completion total positive affect measure, and positively related with the Sentence Completion total negative affect measure.

INSTRUMENTS: SAI, Story and Sentence Completion
VARIABLES: SAI by Affect Scores

	93 TOT. STORY PROB. AFF.		94 TOT. STORY OUTCOME AF		100 TOT. SENT. POS. AFF.		83 TOT. SENT. NEG. AFF.	
	10	14	10	14	10	14	10	14
44 ACTIVE COPING								
45 PASSIVE COPING								
46 ACTIVE DEFENSE			-.16					
47 PASSIVE DEFENSE								.23

HYPOTHESIS 32: The Occupational Values intrinsic measures will be positively related with the Sentence and Story total coping dimension measures.

INSTRUMENTS: Occupational Values, Story and Sentence Completion
VARIABLES: Intrinsic Values, Total Coping Measures

	21 OCC. VAL. ALTRUISM		22 OCC. VAL. ESTHETICS		23 OCC. VAL. INDEP.		24 OCC. VAL. MANAGEMENT		26 OCC. VAL. SELF-SATIS		27 OCC. VAL. INTEL.STIM		28 OCC. VAL. CREATIVITY		34 OCC. VAL. VARIETY		36 INTRINSIC TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
80 SENT.COMP. STANCE					-.12													
81 SENT.COMP. ENGAGEMENT					-.11											.12		
82 SENT.COMP. TOTAL COPING									.11									
89 STORY COMP. STANCE						-.12										.19		
90 STORY COMP. ENGAGEMENT																		
91 STORY COMP. INITIATION																		
92 STORY COMP. IMPLEMENT.																		
95 STORY COMP. PERSISTENCE																		
97 STORY COMP. SOCIABILITY		.10			-.12	.14			.11							.14		
98 STORY COMP. ATTIT. AUTH.																		
96 STORY COMP. TOTAL COPING																		

HYPOTHESIS 33: The Occupational Values intrinsic measures will be positively related with the SAI coping measures and negatively related with the SAI defensive measures.

INSTRUMENTS: Occupational Values and SAI
VARIABLES: Intrinsic Values, Coping and Defense Measures

SAI	21 OCC. VAL. ALTRUISM		22 OCC. VAL. ESTHETICS		23 OCC. VAL. INDEP.		24 OCC. VAL. MANAGEMENT		26 OCC. VAL. SELF-SATIS		27 OCC. VAL. INTEL.STIM		28 OCC. VAL. CREATIVITY		34 OCC. VAL. VARIETY		36 TOTAL INTRINSIC	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
44 ACTIVE COPING						.10			-.11				.13					
45 PASSIVE COPING						-.15								.12				
46 ACTIVE DEFENSE	-.14								-.11				.14					
47 PASSIVE DEFENSE						-.15							.10					

HYPOTHESIS 34: The Occupational Values intrinsic measures will be positively related with the two Story total affect measures and the Sentence Total positive affect measures, and negatively related with Sentence total negative affect measures.

INSTRUMENTS: Occupational Values, Story & Sentence
VARIABLES: Intrinsic Values, Coping and Defense Measures

	21 OCC. VAL. ALTRUISM		22 OCC. VAL. ESTHETICS		23 OCC. VAL. INDEP.		24 OCC. VAL. MANAGEMENT		26 OCC. VAL. SELF-SATIS		27 OCC. VAL. INTEL.STIM		28 OCC. VAL. CREATIVITY		34 OCC. VAL. VARIETY		36 TOTAL INTRINSIC	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
93 STORY PROBLEM AFF.										-.10								
94 STORY OUTCOME AFF.		.11																
100 SENTENCE TOT. POS. AFF.																		
83 SENTENCE TOT.NEG.AFF.				.12								.10						

FIGURE 3
MEXICO TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 35: The Occupational Values extrinsic measures will be negatively related with the Sentence and Story total coping dimension measures.

INSTRUMENTS: Occupational Values, Story and Sentence Completion
VARIABLES: Extrinsic Values by Total Coping Dimension Measures

	25 OCC. VAL. SUCCESS		29 OCC. VAL. SECURITY		30 OCC. VAL. PRESTIGE		31 OCC. VAL. EDON. RET.		32 OCC. VAL. SURROUND.		33 OCC. VAL. ASSOCIATES		35 OCC. VAL. FOL.FATHER		37 TOTAL EXTRINSIC	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
80 SENTENCE STANCE														.16		
81 SENTENCE ENGAGEMENT																
82 SENTENCE TOTAL COPING													.12	.18		
89 STORY STANCE														-.11		
90 STORY ENGAGEMENT														.14		
91 STORY INITIATION																
92 STORY IMPLEMENT.																
95 STORY PERSISTENCE																
96 STORY COPING EFF.																

HYPOTHESIS 36: The Occupational Values extrinsic measures will be negatively related with the SAI coping measures and positively related with the SAI defensive measures.

INSTRUMENTS: Occupational Values, SAI
VARIABLES: Extrinsic Values by Coping and Defnesive Measures

	25 OCC. VAL. SUCCESS		29 OCC. VAL. SECURITY		30 OCC. VAL. PRESTIGE		31 OCC. VAL. ECON. RET.		32 OCC. VAL. SURROUND.		33 OCC. VAL. ASSOCIATES		35 OCC. VAL. FOL.FATHER		37 OCC. VAL. ESTRINSIC	
SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
44 ACTIVE COPING																
45 PASSIVE COPING																
46 ACTIVE DEFENSE							.10									
47 PASSIVE DEFENSE											-.10					

HYPOTHESIS 37: The Occupational Values extrinsic measures will be negatively related with the two Story total affect measures and the Sentence total positive affect measures, and positively with Sentence total negative affect measures.

INSTRUMENTS: Occupational Values, Story and Sentence Completion
VARIABLES: Extrinsic Values by Affect Measures

	25 OCC. VAL. SUCCESS		29 OCC. VAL. SECURITY		30 OCC. VAL. PRESTIGE		31 OCC. VAL. ECON. RET.		32 OCC. VAL. SURROUND.		33 OCC. VAL. ASSOCIATES		35 OCC. VAL. FOL.FATHER		37 TOTAL EXTRINSIC	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
93 STORY PROB. AFF.							.10									
94 STORY OUTCOME AFF.																
100 SENTENCE POS. AFF.																
83 SENTENCE NEG. AFF.													-.16	-.23		

HYPOTHESIS 38: The status level measures of occupational aspiration, occupational expectation, and educational aspiration will be positively related with the Sentence and Story total coping dimension measures.

INSTRUMENTS: Occupational Interests, Sentence and Story Completion
VARIABLES: Occupational Aspiration, Expectation, and Educational Aspiration by Total Coping Dimension

	38* OCC.INT. OCC.ASP.		39* OCC.INT. OCC.EXP.		109* OCC.INT. ED. ASP.	
	10	14	10	14	10	14
80 SENTENCE STANCE		-.15		-.26	-.10	-.13
81 SENTENCE ENGAGEMENT						
82 SENTENCE TOTAL COPING	-.10	-.15		-.26	-.17	-.15
89 STORY STANCE	.19	.17	.12	.16	.18	.20
90 STORY ENGAGEMENT	-.11	-.11		-.11		-.12
91 STORY INITIATION						
92 STORY IMPLEMENT.						
95 STORY PERSISTENCE						
96 STORY TOTAL COPING						

*Remember that these Variables are reversed. Thus, any correlations involving these Variables if positive are actually negative correlations and if negative are actually positive correlations.

FIGURE 3

MEXICO TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 39: The status level measures of occupational aspiration, occupational expectation, and educational aspiration will be positively related with the SAI coping measures and negatively related with the SAI defensive measures.

INSTRUMENTS: Occupational Interest, SAI

VARIABLES: Occupational Aspirations and Expectations and Educational Aspiration by Coping and Defensive Measures

		38*		39*		109*	
		OCC.INT.		OCC.INT.		OCC.INT.	
		OCC.ASP.		OCC.EXP.		ED. ASP.	
	SAI	10	14	10	14	10	14
44	ACTIVE COPING	-.16	-.19	-.12	-.12	-.19	-.12
45	PASSIVE COPING	-.10			.10	-.16	
46	ACTIVE DEFENSE						
47	PASSIVE DEFENSE		.12		.23		.20

*Remember that these Variables are reversed. Thus, any correlations involving these Variables if positive are actually negative correlations and if negative are actually positive correlations.

HYPOTHESIS 40: The status level measures of occupational aspiration, occupational expectation, and educational aspiration will be positively related with the two Story total affect measures and the Sentence total positive affect measures, and negatively related with Sentence total negative affect measures.

INSTRUMENTS: Occupational Interests, Story and Sentence Completion

VARIABLES: Occupational Aspirations and Expectations, Educational Aspirations by Affect Measures

		38*		39*		109*	
		OCC.INT.		OCC.INT.		OCC.INT.	
		OCC.ASP.		OCC.EXP.		ED. ASP.	
		10	14	10	14	10	14
93	STORY PROBLEM AFF.		-.11				-.10
94	STORY OUTCOME AFF.						
100	SENTENCE POSITIVE AFF.		-.11				
83	SENTENCE NEGATIVE AFF.		.12		.21	.13	.17

*Remember that these Variables are reversed. Thus, any correlations involving these Variables if positive are actually negative correlations and if negative are actually positive correlations.

HYPOTHESIS 41: There will be positive relationships between the aptitude variables and the achievement variables.

INSTRUMENTS: Achievement, Aptitude

VARIABLES: Achievement, Aptitude

		1	
		APTITUDE	
		10	14
2	MATH	.17	.53
3	READING	.50	.41
4	GRADE POINT AVERAGE	.35	.32
12*	TOTAL PEER BRS		

*Variable 12, Total Peer BRS, has been deleted because any data involving the Peer BRS for Mexico will not be analyzed as Mexico's data for this instrument was not amenable to analysis.

HYPOTHESIS 42: There will be positive relationships between the Intrinsic Occupational Values and the criterion measures.

INSTRUMENTS: Achievement, Occupational Values

VARIABLES: Achievement, Intrinsic Occupational Values

		21		22		23		24		26		27		28		34		36	
		OCC.VAL.		OCC.VAL.		OCC.VAL.		OCC.VAL.		OCC.VAL.		OCC.VAL.		OCC.VAL.		OCC.VAL.		INTRINSIC	
		ALTRUISM		ESTHETICS		INDEP.		MANAGEMENT		SELF-SATIS		INTEL.STIM		CREATIVITY		VARIETY		TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2	MATH	.14	.14	-.18			.24		-.12	.17		.12			.11	-.11	-.17		
3	READING	.11	.18				.29		-.12	.17				.13		-.18	-.22	.11	
4	GRADE POINT AVERAGE	.23	.22					-.14		.17		.15		.10		-.18	-.11		.11

FIGURE 3
MEXICO TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 43: There will be negative relationships between the extrinsic Occupational Values and the criterion measures.

INSTRUMENTS: Achievement, Occupational Values
VARIABLES: Achievement, Extrinsic Occupational Values

	25		29		30		31		32		33		35		37	
	OCC.VAL.		OCC.VAL.		OCC.VAL.		OCC.VAL.		OCC.VAL.		OCC.VAL.		OCC.VAL.		EXTRINSIC	
	SUCCESS		SECURITY		PRESTIGE		ECON. RET.		SURROUND.		ASSOCIATES		FOL.FATHER		TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH				-.21	-.20		-.21		.10							
3 READING	.10			-.17	-.14		-.12								-.11	
4 GRADE POINT AVERAGE	.17			-.14	-.23		-.16									.11

HYPOTHESIS 44: There will be positive relationships between the status levels of occupational aspiration, occupational expectation, and educational aspiration and the criterion measures.

INSTRUMENTS: Achievement, Occupational Values
VARIABLES: Achievement, Occupational Aspiration Expectation and Educational Aspiration

	38*		39*		109*	
	OCC. INT.		OCC.INT.		OCC.INT.	
	OCC. ASP.		OCC.EXP.		ED. ASP.	
	10	14	10	14	10	14
2 MATH		-.26		-.16		-.30
3 READING	-.29	-.26	-.32	-.21	-.26	-.25
4 GRADE POINT AVERAGE	-.14	-.12	-.14		-.11	

*Remember that these Variables are reversed. Thus, any correlations involving these Variables if positive are actually negative correlations and if negative are actually positive correlations.

HYPOTHESIS 45: There will be negative relationships between the occupational interest discrepancy score and the criterion measures.

INSTRUMENTS: Achievement, Occupational Interest Discrepancies
VARIABLES: Achievement, Occupational Interest Discrepancies

	40		41		42		43	
	OCC.INT.		OCC.INT.		OCC.INT.		OCC.INT.	
	EXP/ASP.		F.OCC.ASP.		F.ASP./ASP		M.ASP./ASP	
	10	14	10	14	10	14	10	14
2 MATH		.10	-.35	-.26				
3 READING			-.17	-.23				
4 GRADE POINT AVERAGE		.12	-.19					

HYPOTHESIS 46: There will be a positive relationship between the SAI active and passive coping measures and the criterion measures.
There will be a negative relationship between the SAI active and passive defensive measures and the criterion measures.

INSTRUMENTS: Achievement, SAI
VARIABLES: Achievement, Active & Passive Coping & Defensive Measures

	44		45		46		47	
	SAI		SAI		SAI		SAI	
	ACT. COP.		PASS.COP.		ACT.DEFEN.		PASS.DEFEN	
	10	14	10	14	10	14	10	14
2 MATH		.19						-.17
3 READING	.12	.21	.14	-.10			-.10	-.21
4 GRADE POINT AVERAGE	.10		.11	-.10	-.10			

FIGURE 3
MEXICO TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 47: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Achievement, Sentence Completion
VARIABLES: Achievement, Stance

	48 STANCE AGGRESSION		54 STANCE AUTHORITY		60 STANCE ANXIETY		66 STANCE IPR		73 STANCE TASK ACH.		80 STANCE TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	.14				-.14			.20				.16
3 READING		.12		.17		.18		.15				.24
4 GRADE POINT AVERAGE	.14					.14						

HYPOTHESIS 48: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Achievement, Sentence Completion
VARIABLES: Achievement, Engagement

	49 ENGAGEMENT AGGRESSION		55 ENGAGEMENT AUTHORITY		61 ENGAGEMENT ANXIETY		67 ENGAGEMENT IPR		74 ENGAGEMENT TASK ACH.		81 ENGAGEMENT TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	.14				-.16			.11			.11	
3 READING												
4 GRADE POINT AVERAGE								.12		-.14		

HYPOTHESIS 49: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Achievement, Sentence Completion
VARIABLES: Achievement, Coping Effectiveness

	50 COP.EFF. AGGRESSION		56 COP.EFF. AUTHORITY		62 COP.EFF. ANXIETY		68 COP.EFF. IPR		75 COP.EFF. TASK ACH.		82 COP.EFF. TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH						.12		.16	.11			.18
3 READING		.14		.19		.22		.15		.14		.28
4 GRADE POINT AVERAGE	.11	.10				.11		.11				.10

HYPOTHESIS 50: There will be a positive relationship between the Sentence Completion attitude measures and the criterion measures.

INSTRUMENTS: Achievement, Sentence Completion
VARIABLES: Achievement, Attitude Measures

	53 ATTITUDE AUTHORITY		65 ATTITUDE IPR		72 ATTITUDE TASK ACH.		79 ATTITUDE TOTAL	
	10	14	10	14	10	14	10	14
2 MATH		-.11						
3 READING		-.10						
4 GRADE POINT AVERAGE								

HYPOTHESIS 51: There will be a positive relationship between the Sentence Completion positive affect variables and the criterion measures. There will be a negative relationship between the Sentence Completion negative affect variables and the criterion measures.

INSTRUMENTS: Achievement, Sentence Completion
VARIABLES: Achievement, Attitude Measures

	59 POS. AFF. AUTHORITY		71 POS. AFF. IPR		78 POS. AFF. TASK ACH.		100 POS. AFF. TOTAL		51 NEG. AFF. AGGRESSION		57 NEG. AFF. AUTHORITY		69 NEG. AFF. IPR		76 NEG. AFF. TASK ACH.		83 NEG. AFF. TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH						.15		.11							.13	-.13	.11	-.11
3 READING						.16		.12				-.14				-.16		-.20
4 GRADE POINT AVERAGE						.15		.10										

FIGURE 3
MEXICO TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 52: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement,
Story Completion
VARIABLES: Achievement,
Engagement

	148		154		138		125		126		111		119		90	
	Story 8		Story 5		Story 10		Story 4		Story 7		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		IPR		IPR		A - TA		NA - TA		ENGAGEMENT	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH				.20								.11				
3 READING	.11		.11	.18							.12	.17	.12			.14
4 GRADE POINT AVERAGE	.12		.11	.11												

HYPOTHESIS 53: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement,
Story Completion
VARIABLES: Achievement,
Initiation

	149		155		139		140		127		128		112		120		91	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		INITIATION	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH			.13	.10			.10		.14									
3 READING	.15		.15						.14				.23		.13		.12	
4 GRADE POINT AVERAGE	.10												.19					

HYPOTHESIS 54: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement,
Story Completion
VARIABLES: Achievement,
Implementation

	150		156		141		129		130		113		121		92	
	Story 8		Story 5		Story 10		Story 4		Story 7		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		IPR		IPR		A - TA		NA - TA		IMPLEMENT.	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	.10				.12											
3 READING	.12		.10				.11				.18				.13	
4 GRADE POINT AVERAGE	.14		.12		.10											

HYPOTHESIS 55: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement,
Story Completion
VARIABLES: Achievement,
Persistence

	153		159		146		135		136		116		117		124		95	
	Story 8		Story 5		Story 10		Story 4		Story 7		Story 1		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		IPR		IPR		A - TA		A - TA		NA - TA		PERSISTENCE	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH				.17				.11					-.10			-.10		
3 READING			.18	.13	.16		.13				.14		.13		.12		.18	
4 GRADE POINT AVERAGE			.12		.21		.12										.15	

HYPOTHESIS 56: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement,
Story Completion
VARIABLES: Achievement,
Coping Effectiveness

	107		104		102		108		103		106		101		105		96	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		COP. EFF.	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH				.23														
3 READING	.10		.20	.19									.15				.16	
4 GRADE POINT AVERAGE	.13		.14	.13									.12				.12	

FIGURE 3

MEXICO TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 57: There will be a positive relationship between the criterion measures and the Story Completion affect dimensions.

INSTRUMENTS: Achievement, Story Completion
VARIABLES: Achievement, Problem Affect

	151		157		142		143		131		132		114		122		93	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		PROB. AFF.	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	.15		-.12					-.11										
3 READING	.12										-.28							
4 GRADE POINT AVERAGE						.11					-.13							

HYPOTHESIS 58: There will be a positive relationship between the criterion measures and the Story Completion affect dimensions.

INSTRUMENTS: Achievement Story Completion
VARIABLES: Achievement, Outcome Affect

	152		158		144		145		133		134		115		123		94	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		OUT. AFF	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH						.16					.14	-.10						
3 READING					-.14	.16												.10
4 GRADE POINT AVERAGE												-.12						

HYPOTHESIS 60: There will be a positive relationship among the Parent/Child Interaction items.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction of Sentence Completion

	84		85		86		87	
	SENT.COMP.		SENT.COMP.		SENT.COMP.		SENT.COMP.	
	SELF-IMAGE		INT.ACTION		MOTHER		FATHER	
	10	14	10	14	10	14	10	14
84 SELF-IMAGE					.47	.42	.58	.59
85 INTERACTION					.21	.31	.67	.75
86 MOTHER	.47	.42	.21	.31			.11	.19
87 FATHER	.58	.59	.67	.75	.11	.19		

HYPOTHESIS 61: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion Instrument, and a negative relationship with the Authority Negative Affect measure.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction items by Authority Attitude, Coping Style, Coping Effectiveness, & Positive and Negative Affect measures.

	84		85		86		87	
	SENT.COMP.		SENT.COMP.		SENT.COMP.		SENT.COMP.	
	SELF-IMAGE		INT.ACTION		MOTHER		FATHER	
	10	14	10	14	10	14	10	14
53 AUTHORITY ATTITUDE	.13	.27						.21
54 AUTHORITY STANCE		.12						
55 AUTHORITY ENGAGEMENT								.10
56 AUTHORITY COPING EFF.		.14		-.12				
59 AUTHORITY POS. AFFECT								
57 AUTHORITY NEG. AFFECT		-.13		.13				

FIGURE 3
MEXICO TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 62: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion Instrument and a negative relationship with the Total Negative Affect measure.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction items by Total Attitude, Coping Style, Coping Effectiveness, Positive Affect & Negative Affect measures

		84		35		86		87	
		SENT.COMP. SELF-IMAGE		SENT.COMP. INT.ACTION		SENT.COMP. MOTHER		SENT.COMP. FATHER	
		10	14	10	14	10	14	10	14
79	TOTAL ATTITUDE	.12	.25						.21
80	TOTAL STANCE		.12						
81	TOTAL ENGAGEMENT								
82	TOTAL COPING EFF.	.10	.12		-.15				
100	TOTAL POS. AFFECT								
83	TOTAL NEG. AFFECT	-.11	-.11		.14				

HYPOTHESIS 63: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and the Story Completion Coping Effectiveness scores for the two Authority stories.

INSTRUMENTS: Sentence Completion and Story Completion
VARIABLES: Parent/Child Interaction items of Sentence Completion by Story Completion Coping Effectiveness for Story 2 and Story 10

		84		85		86		87	
		SENT.COMP. SELF-IMAGE		SENT.COMP. INT.ACTION		SENT.COMP. MOTHER		SENT.COMP. FATHER	
		10	14	10	14	10	14	10	14
102	STORY 2 COPING EFF.		.10						
108	STORY 10 COPING EFF.								

HYPOTHESIS 64: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and the Attitude Toward Authority measures of the Story Completion.

INSTRUMENTS: Sentence Completion and Story Completion
VARIABLES: Parent/Child Interaction items of Sentence Completion by Total Attitude Toward Authority of Story Completion

		84		85		86		87	
		SENT.COMP. SELF-IMAGE		SENT.COMP. INT.ACTION		SENT.COMP. MOTHER		SENT.COMP. FATHER	
		10	14	10	14	10	14	10	14
98	TOTAL ATTITUDE TOWARD AUTH.	.12							

HYPOTHESIS 65: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Coping Style, Coping Effectiveness, and Affect Scale scores of the Story Completion Instrument.

INSTRUMENTS: Sentence Completion and Story Completion
VARIABLES: Parent/Child Interaction items of Sentence Completion by Total Coping style, Coping Effectiveness and Affect Scale scores of Story Completion

		84		85		86		87	
		SENT.COMP. SELF-IMAGE		SENT.COMP. INT.ACTION		SENT.COMP. MOTHER		SENT.COMP. FATHER	
		10	14	10	14	10	14	10	14
89	TOTAL STANCE								
90	TOTAL ENGAGEMENT	.10							
91	TOTAL INITIATION	.15				.11			
92	TOTAL IMPLEMENTATION	.15				.12			
93	TOTAL AFFECT TONE 1st						.11		
94	TOTAL AFFECT TONE 2nd	.10				.13			
95	TOTAL PERSISTENCE								
96	TOTAL COPING EFF.	.16							

FIGURE 3

MEXICO TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 66: There will be a positive relationship between the Parent/Child Interaction items from the Sentence Completion and the Active and Passive Coping scores from the Social Attitudes Inventory and a negative relationship with the Active and Passive Defensive scores.

INSTRUMENTS: Sentence Completion and Social Attitudes Inventory

VARIABLES: Parent/Child Interaction items from Sentence Completion, Active and Passive Coping and Active and Passive Defensive scores of SAI

		84		85		86		87	
		SENT.COMP.		SENT.COMP.		SENT.COMP.		SENT.COMP.	
		SELF-IMAGE		INT.ACTION		MOTHER		FATHER	
	SAI	10	14	10	14	10	14	10	14
44	TOTAL COPING ACTIVE	.17							
45	TOTAL COPING PASSIVE	.11							
46	TOTAL ACTIVE DEFENS.		-.19						
47	TOTAL PASSIVE DEFENS.					.10			

HYPOTHESIS 67: There will be a positive relationship between the Father/Child Interaction item from the Sentence Completion and the Occupational Value: "Follow Father."

INSTRUMENTS: Sentence Completion and Occupational Values

VARIABLES: Father/Child Interaction item from Sentence Completion, Occupational Value: "Follow Father"

		87	
		SENT.COMP.	
		FATHER	
		10	14
35	OCC. VALUE "FOLLOW FATHER"		

HYPOTHESIS 68: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Intrinsic Occupational Values.

INSTRUMENTS: Sentence Completion and Occupational Values

VARIABLES: Parent/Child Interaction items of Sentence Completion by Intrinsic Occupational Values

		84		85		86		87	
		SENT.COMP.		SENT.COMP.		SENT.COMP.		SENT.COMP.	
		SELF-IMAGE		INT.ACTION		MOTHER		FATHER	
	OCC. VALUES	10	14	10	14	10	14	10	14
21	ALTRUISM					.12			
22	ESTHETICS								
23	INDEPENDENCE				-.10				
24	MANAGEMENT								
26	SELF-SATISFACTION								
27	INTELLECTUAL STIMULATION				.11				
28	CREATIVITY	.10							
34	VARIETY								
36	TOTAL INTRINSIC	.12				.11			

FIGURE 3
MEXICO TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 69: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Extrinsic Occupational Values.

INSTRUMENTS: Sentence Completion and Occupational Values
VARIABLES: Parent/Child Interaction items of Sentence Completion by Extrinsic Occupational Values

	84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
OCC.VALUES	10	14	10	14	10	14	10	14
25 SUCCESS								
29 SECURITY	-.17		-.13		-.14		-.16	
30 PRESTIGE								
31 ECONOMIC RETURNS								
32 SURROUNDINGS			-.11					
33 ASSOCIATES					-.12			
35 FOLLOW FATHER								
37 TOTAL EXTRINSIC	-.12				-.11			

HYPOTHESIS 70: There will be a negative relationship between the Father/Child Interaction item and the Discrepancy scores for: (a) Father's Occupation/Child's Aspiration and (b) Father's Aspiration for Child-Child's Aspiration. There will be a negative relationship between the Mother/Child Interaction item and the discrepancy score for Mother's Aspiration for Child-Child's Aspiration.

INSTRUMENTS: Sentence Completion and Occupational Interest Inventory
VARIABLES: Sentence Completion by Occupational Interest Inventory

	87 SENT.COMP. FATHER		86 SENT.COMP. MOTHER	
OCCUPATIONAL INTEREST	10	14	10	14
41 FATHER OCC./ ASPIRATION		.10		
42 FATHER ASP./ ASPIRATION			-.11	
43 MOTHER ASP./ ASPIRATION				

HYPOTHESIS 71: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion Instrument and the Aptitude and Achievement measures.

INSTRUMENTS: Sentence Completion and Aptitude and Achievement
VARIABLES: Parent/Child Interaction items by Aptitude and Achievement measures

	84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
	10	14	10	14	10	14	10	14
1 APTITUDE	.14	-.14	-.16					-.15
2 MATH					.11			-.12
3 READING	.13		-.19					-.11
4 GRADE POINT AVERAGE								

Hypothesis 72: This hypothesis has been deleted because any data involving the Peer BRS for Mexico will not be analyzed as Mexico's data for this instrument was not amenable to analysis.

HYPOTHESIS 73: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and both the Self-Rating Authority score and the Summary Score.

INSTRUMENTS: Sentence Completion and BRS
VARIABLES: Parent/Child Interaction items of Sentence Completion by Self-Rating Authority and Summary Scores

	84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
	10	14	10	14	10	14	10	14
15 BRS SELF-RATING AUTH.								
20 SELF BRS SUMMARY SCORE								

ANOVA OF MEANS:
SUBGROUP DESCRIPTIONS

ENGLAND TEN-YEAR-OLD UPPER-LOWER CLASS MALES [1]

Aptitude and Achievement

On the Ravens Aptitude test this group had the lowest score of the ten-year-olds (standardized within age group)(47.89) which is in fact significantly lower than the ten-year-old upper-middle class boys (52.78), though it does not differ significantly from either of the female groups. They were the lowest of the four groups on the age-standardized tests of Mathematics (47.13) and Reading (46.34). On Mathematics they scored significantly lower than upper-middle females of the same age (53.47). The equivalent group of fourteen-year-olds ranked third on these two tests.

They had the lowest score for GPA (47.77) within the ten-year-old groups but ranked sixth across the eight groups, achieving better than either fourteen-year-old upper-lower class boys (46.10) or girls (46.49).

Peer Behavior Rating Scales

In terms of Task Achievement this group, along with the other groups in the sample (with the exception of ten-year-old upper-middle class females), seemed to be regarded by its classmates as around average - scores ranging from .94 - 1.07. However, ten-year-old upper-lower class boys (.94) were the only group significantly different from another - the ten-year-old upper-middle class females (1.13).

This tendency of scores to cluster around the neutral position was also found for two other items - Nonacademic Task Achievement and Interpersonal Relations. The ten-year-old working boys had in fact the highest score (1.04) for the first of these items, but none of the groups were significantly different, the lowest score being .95. The validity of the scores for this item might in fact be called into question as many children indicated that they were unfamiliar with their classmates' activities outside the classroom. This was especially true of the ten-year-olds, for these boys and girls usually split into their respective groups for outside activities.

The Interpersonal Relations scores ranged from .97 - 1.04 with ten-year-old boys having a score of .98. While not doing better than average in getting along with others, this group is not significantly different from any other age, class, or sex grouping in this regard.

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[1] Compared to the general population (English norms) these boys have an average raw score (40.08) which is above the 75 percentile (Table IV Ravens manual).

However, there were significant differences in the area of Authority. This group (.93) differed significantly from both groups of ten-year-old girls (1.11 and 1.11) in its ability to get along with teachers. Interestingly, it had an almost identical score with upper-middle class boys (.92) in this respect, so that it seemed ten-year-old boys, regardless of class, do not get on with teachers as well as girls of the same age. However, their score was not close to 0 and was in fact near the average for the item.

These boys (1.04) were second only to fourteen-year-old working girls (1.07) in their ability to handle Anxiety although as with the other items scores tended to cluster around an average of 1, the range being .94 - 1.07.

They were rated highest (1.03), though not significantly so, in ability to deal with an aggressive situation in that they can work it out with an angry child. At the same time they were significantly more ready (1.08) than fourteen-year-old working girls (.94) to fight to get their own way.

The combined summary score (.97)(Task Achievement, Academic and Nonacademic, Authority, and IPR) indicated that the ten-year-old working boys did not do as well as either of the female groups (1.05 and 1.06). On the other hand, they were marginally better than middle-class boys of the same age (.94).

Self-Behavior Rating Scales

In terms of Nonacademic Task Achievement, these boys seemed to have the same picture of themselves as that held by their peers. They scored highest (1.71) and rated themselves significantly better than fourteen-year-old working girls (1.15) rated themselves. However, on Academic Achievement the rating they gave themselves (1.49) is almost equal to that which ten-year-old working girls (1.50) and ten-year-old middle-class boys gave themselves (1.51), although their peers ranked them last among the eight groups (.94). They saw themselves as better copers with Authority (1.31 rank 5) than did their peers (.93 rank 7). The rating they gave themselves made them appear to be the best of the eight groups in coping with Aggression (1.29 item 6 and 1.61 item 7) and second best when dealing with either IPR (1.63) or Anxiety (1.49).

While these self-ratings were all in excess of 1 in contrast to peer-ratings, which clustered around 1, this was a common tendency across the groups, all of whom seemed to favor themselves more than did their agemates. This was significant across age groups in that ten-year-olds, regardless of sex or class, rated themselves higher than fourteen-year-olds rated themselves.

Occupational Values

These boys differed from the other ten-year-old groups in that they regarded Security (8.58) as the most important ~~attrib~~ute to be considered when choosing a job, then Creativity (8.42); Intellectual Stimulation was ranked third (8.39). It was given as first preference by the other three groups. They placed Altruism eighth (7.37) though the other three groups placed it second.

Like middle-class boys, they placed work like that of their father fairly high in the rankings (7.34) being significantly different from ten-year-old (2.75) or fourteen-year-old (2.04) working girls.

They also differed significantly from fourteen-year-old working girls on the values of Prestige, pleasant Associates, and Creativity. The boys had higher scores on Prestige (7.64 as against 5.70) and Creativity (8.42 - 5.40), but the girls gave greater preference to Associates (10.13 - 7.28).

While they had a significantly lower score (5.85) than fourteen-year-old middle-class girls (7.86) on Independence, they were significantly different to three of the four female groups on Altruism. The only group from which they did not differ significantly was fourteen-year-old working girls.

Occupational Interest Inventory

This group (3.04) differed significantly from middle-class boys of the same age (1.91) and fourteen-year-old middle-class children of both sexes (boys 1.61, girls 2.03) with regard to Occupational Aspirations.

On this scale scores were reversed so that 1 indicated the highest occupational level with a score of 6 as the lowest value. These boys were the only group whose choice verged on working-class occupations. When Expectation was looked at the value was definitely top-level working class (3.32), a choice significantly different from that of fourteen-year-old middle-class males.

Although children in this group had a higher Aspiration (3.04) than Expectation (3 32) and aspired to a better job than that held by their fathers (6.95), they were not as ambitious for themselves as their parents were. Both mothers (5.90) and fathers (5.93) (as reported by their children) wanted the children to have jobs of a higher SES than the children reported aspiring to. However, in both cases the rank was so close that in actual terms there was no real discrepancy at all. In other words, where parents' choice was reported the status level was almost identical with the child's aspiration. However, in many cases such general statements as "a job I like" or "anything that will make me happy" were given as parents' aspiration by the child. These responses could not be included in the analysis.

Educational Aspiration

These boys had the highest aspiration of the four working-class groups. With a score of 3.06 they were very close indeed to aspiring to complete "A" level examinations. Ten-year-olds, however, not having a clear appreciation of the higher levels of education, may have been unrealistic in their responses.

Social Attitudes Inventory

On the four types of coping measured by this instrument, ten-year-old boys ranked third on three of them and fourth on Passive Coping (6.20). In this area they were different from fourteen-year-old middle-class girls (5.34) and boys (5.24) who were significantly less ready to adopt this form of behavior.

However, they did not differ significantly from any other group in terms of either Active Coping, Active Defensive or Passive Defensive and followed the pattern established by all groups of giving more coping than defensive responses here.

Sentence Completion

While not avoiding the Aggression problem, these boys did not readily confront (1.79) or engage in solution (1.69). In this they were significantly different from fourteen-year-old upper-middle girls (2.05 and 1.87). They were not successful copers, being second lowest of the eight groups (1.90), although in this regard no group could really be rated successful; the highest score (for fourteen-year-old upper-lower girls) was only 2.42.

As with Aggression, no group reached the theoretical mean coping score (12) when dealing with Authority problems. None of the groups were significantly different in this regard, but ten-year-old upper-lower boys ranked seventh (11.24). They ranked eighth for Stance but fourth for Engagement. However, this poor coping behavior is not characterized by any great amount of Negative Affect, these boys ranking eighth (1.05) and showing significantly less than ten-year-old upper-middle girls.

In the Anxiety area, these boys scored above the theoretical mean for both Stance (5.25) and Engagement (4.79); the same is true for Coping Effectiveness where they ranked third with a score of 7.36. This group is not significantly different from any other on any of these three dimensions. The group did show significant differences from fourteen-year-old girls of both classes in the area of Negative Affect, girls being more emotional.

While it would seem that all groups coped fairly poorly with Interpersonal Relations problems, ten-year-old upper-lower boys were poorest and significantly so when compared to fourteen-year-old upper-lower girls (7.45 - 8.81). While ranking third amongst the groups in terms of confronting the problem (6.93), they nonetheless fell to eighth place when required to engage in a solution. They displayed about the same amount of Negative Affect as other groups when attempting to solve problems of this nature.

The group differed significantly from the other groups on only one aspect of Task Achievement - frequency of Positive Affect. Scores for all groups were low, but ten-year-old upper-lower boys were significantly lower than fourteen-year-old upper-middle girls (.16 - .37). Ranking fifth on Stance (7.39), fourth on Engagement (6.27), and sixth on Coping Effectiveness (10.06), this group is above the theoretical mean on all three dimensions.

When scores were summed across all relevant Sentence Completion items, this group ranked seventh on Stance (29.83), fifth on Engagement (25.95), and eighth on Coping Effectiveness (37.84). While the score on Stance is above the theoretical mean (26) and therefore confronting, the scores on Engagement and Coping Effectiveness are slightly lower than the mean. It would seem that although these boys faced up to problems, they did not effectively engage in a solution.

Story Completion

These boys were well above the mean Coping Effectiveness score on seven of the stories and below it on one. In this respect, they were similar to five of the other groups who also scored above the theoretical mean on seven of the stories. Although ranking fifth overall they were well above the mean, and in fact none of the groups could be termed poor copers on the basis of the overall effectiveness score.

In comparison with the other groups these boys showed a somewhat surprising pattern, ranking first or second on five of the stories and sixth or seventh on the remaining three.

They ranked lowest on the story dealing with the Authority of the mother, on the Aggression story and on the Interpersonal Relations story (7) which could be regarded as having an element of aggression in the stem. In no case were the scores for these stories significantly different from those of other groups.

They ranked significantly highest on the Authority story dealing with the father (although no group reached the theoretical mean here) and on the story which presented a straight Interpersonal Relations problem. They ranked second on stories dealing with Task Achievement both Academic and Nonacademic.

They ranked significantly lowest on Sociability, this being in keeping with their ranking of second on Academic Task Achievement; it was considered that a high score on Sociability (derived from Story One) indicated amount of concern for Interpersonal Relations as opposed to Task Achievement.

Overall they differed significantly from the other groups on two dimensions. They ranked first for Stance and also for amount of Affect connected with the problem.

They ranked fairly high on Engagement and Initiation. They ranked low on Implementation, but none of these rankings were significantly different from those of other groups.

Interpretive Comments

These boys were not academically oriented. They did not do as well as any of the other groups and were quite prepared to accept this fact. They didn't see themselves as working hard at their lessons although it seemed that if an academic problem occurred they could bring about an effective solution.

However, it is really in the field of Nonacademic Task Achievement that they did well. Their peers were aware of this as were the boys themselves. It would seem that this awareness of lower ability in the academic area made them aspire to and expect working class jobs. All in all they seemed pretty realistic about their capabilities though their desire for such a high level of education may not seem to fit in with the general pattern. There could be two reasons for this. One that has already been mentioned concerns the lack of awareness among these boys about what is actually required to reach such a level. Some boys in this group who found it difficult to read or write still aspired to a very high educational level. Linked to this is the fact that these boys are becoming increasingly aware of the need for a certain level of education in obtaining jobs.

It is interesting that of the attributes of a job they valued security the most important. Whether this is something that they have decided for themselves or whether it has been suggested by parents, it is difficult to say. It is not the sort of attribute that it would be expected ten-year-olds would value greatly and might suggest some insecurity in the child's home life.

When it comes to interpersonal relationships their reaction to authority is what might be expected in boys of this age. They didn't get on too well with their teachers and they knew it. They found it difficult to cope with their parents also, and at this age it is the father who proves the most difficult. With a little more effort they could probably solve these problems where their mother is the main authority figure.

Although they saw themselves as getting along well with their fellows, this was not supported by their peers. They seemed to get on better in a group than with individual children. This may relate to the fact that they were usually inclined to fight to get their own way and tended to react to aggression with an aggressive response.

The results would suggest a fairly carefree group of ten-year-olds who have already realized to a great extent that they have a somewhat limited potential academically and therefore prefer to expend most of their energy in nonacademic pursuits.

ENGLAND TEN-YEAR-OLD UPPER-LOWER CLASS FEMALES[2]

Aptitude and Achievement

On the Ravens Aptitude test this group ranked third among the ten-year-old groups with a standardized score of 48.63 but did not differ significantly from any of them.

They ranked third among ten-year-olds on both Mathematics (48.07) and Reading (47.73). While in each case scores were lower than those of ten-year-old middle-class boys, it was only in the case of Reading that they were significantly so (Mathematics 51.38; Reading 52.66).

In all these tests they scored below the mean, as did working boys, while both middle-class girls and boys scored slightly above.

They also ranked third for GPA (49.44) but were not significantly different from any group.

Peer Behavior Rating Scales

On this instrument there was only one item where this group was significantly different from any other.

Like middle-class girls (1.11), they were judged significantly better than working-(.93) or middle-class boys (.92) in dealing with authority problems. Their score (1.11) was equal to that of middle-class girls, and these two groups were rated higher by their peers than any other of the six groups.

The same pattern occurred in the area of Interpersonal Relations. Working-(1.04) and middle-class (1.04) girls had the same score and were rated better copers in this field than either working-(.98) or middle-class (.97) boys. There were, however, no significant differences between the groups.

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[2] When the raw score is looked at (40.64) this group was like the ten-year-old working-class boys in being above the 75 percentile in comparison to the general population (English norms).

For Academic Task Achievement, they were rated second (1.04) among the ten-year-old groups, not doing as well as middle-class girls (1.13) but again better, though not significantly so, than working-(.94) or middle-class (.95) boys.

The pattern changed somewhat for Nonacademic Task Achievement. These girls still ranked second (1.00), but this time working-class boys ranked first (1.03), while both middle-class groups were below the theoretical mean (boys .97; girls .98). There were no significant differences between the groups.

In the Anxiety area these girls were seen as worrying (.95) if things went wrong. The scores again followed the pattern established in several other areas in that working-(.95) and middle-class (.91) girls received almost identical scores, this time below the theoretical mean.

The same comments can be made about the item concerning fighting to get their own way. Working-(.94) and middle-class (.94) girls did not do this as frequently as working-(1.08) or middle-class boys (.98).

They also obtained a below theoretical mean score for the item concerning their ability to work it out with an angry child (.97). In this they showed little difference from middle-class girls (.98) or boys (.97) and only a small difference from working-class boys (1.03).

As might be expected these girls ranked second (1.05) on the BRS summary scores, their score being very close to that of middle-class girls (1.06) and both, of course, being greater than either group of boys (working .97; middle .94).

Self-Behavior Rating Scales

For all items but one, scores were higher on Self-BRS than on Peer BRS. However, for the item concerning fighting to get their own way, scores were the same (.94). It seems that girls are reluctant to see themselves as aggressive, a supposition supported by the fact that middle-class girls actually rated themselves lower (.84) on this item than did their peers (.94).

Self-ratings followed the same pattern as for peer ratings for two items, these girls ranking first in dealing with Authority (1.46) and second (1.00) in the Task Achievement area.

In the IPR area, girls still see themselves as dealing more effectively with problems than their peers would expect them to.

While these girls saw themselves as worrying (1.32) more than did their classmates (.95) they worried less than either working-(1.49) or middle-class (1.43) boys.

Occupational Values

This group ranked Intellectual Stimulation (9.20) and Altruism (9.01) the two most desirable values to be looked for in choosing a job, and work like that of an artist or musician (3.83) or work like that of their father (2.75) as the least desirable values. Their ranking of values was very similar to that of middle-class girls and quite similar to middle-class boys. They were most dissimilar to working-class boys and were in fact significantly higher than them on Altruism (boys 7.37) and lower on work like that of the father where boys score 7.34 and girls 2.75.

They were significantly less interested in Independence (6.18) and significantly more interested in Intellectual Stimulation (9.20) than were fourteen-year-old working boys (7.76) and (7.81) respectively.

They were significantly more interested in Management (5.91) than either fourteen-year-old working-(3.97) or middle-class girls (4.30).

Occupational Interest Inventory

These girls both aspired to (2.45) and expected (2.61) jobs of a higher status level than did working-class boys of the same age (3.04; 3.32). In their aspirations they were significantly different from three of the middle-class groups - ten-year-old boys (1.91) and fourteen-year-old boys (1.61) and girls (2.03), while their expectation status level was also significantly different from these three groups. Unlike the ten-year-old working boys, both expectation and aspiration levels can be classified as lower-middle class, and the difference between them is not significant (6.19).

They differed significantly from ten-(5.48) and fourteen-year-old middle-class girls (5.61) in that the status of their job aspiration was higher than that of their father's job (7.55). Middle-class girls aspired to a job of a lower status.

However, while they did aim higher than their father's job, they did not aim as high as their parents would have liked them to. The parent's aspiration was slightly higher than the child's (5.94) for both father and mother.

Educational Aspiration

These girls had the lowest Aspiration of any group (3.40), significantly different from the Aspiration of fourteen-year-old middle-class girls (2.18). However, they still had a desire to reach quite a high level of educational attainment - certainly more than "O" level examinations.

Social Attitudes Inventory

Like the other three ten-year-old groups, these girls gave a greater number of Passive Coping responses (6.68) than any other type. In this they were significantly different to fourteen-year-old middle-class boys (5.24), who followed the pattern of the fourteen-year-olds in giving more Active Coping responses than other types.

These girls still gave a reasonable number of Active Responses (5.95). However, they also gave more Passive Defensive responses than any other group (3.43), significantly more than fourteen-year-old working boys (2.50). They also gave among the fewest Active Defensive responses.

Sentence Completion

When it comes to dealing with Aggression problems, this group ranked lowest in terms of Effectiveness (1.84) and was significantly different from fourteen-year-old upper-lower girls (2.42), although none of the groups reached the theoretical mean (3.00). They were less willing than most groups to face up to problems in this area (Stance 1.85) but were about average on Engagement (1.79). They did show more Negative Affect (.73) than any other group and significantly more than fourteen-year-old upper-lower girls (.49). However, no group could be said to have expressed a great deal of affect here.

When dealing with Authority problems these girls were as anxious to confront (8.87) as most other groups. Once having done so they ranked fifth for Engagement (7.35) and fourth for Effectiveness (11.38) though they were not significantly different from any other group on either of these two dimensions. While the amount of Negative Affect (1.37) was about average a greater amount of it was expressed here than in any other area.

In dealing with Anxiety problems this group ranked seventh on all three dimensions and had an Effectiveness score that was just above the theoretical mean. Although ranking low this group was not significantly different from any of the other groups on either Stance (4.94) or Engagement (4.49).

These girls were significantly different from fourteen-year-old upper-lower boys (7.17) when faced with an Interpersonal Relations problem and ranked fifth for Stance (6.53). They ranked fifth for Engagement (6.06) and were about average in terms of Effectiveness (8.46) though like all groups they came below the theoretical mean.

In the area of Task Achievement these girls did not differ significantly from any other group on any of the three dimensions. They ranked third on Stance (7.57), fifth on Engagement (6.21), and third on Effectiveness (10.18). They showed more Negative Affect than other groups, but it was a small amount (.42).

Overall, this group ranked eighth for Stance (29.78), sixth for Engagement (25.91), and sixth for Coping Effectiveness (38.59). Like five of the other groups they were below the theoretical mean (39) for Effectiveness.

Story Completion

These girls scored above the mean for Coping Effectiveness on all but one of the stories. They ranked second for overall Coping Effectiveness, although none of the groups differed significantly on this variable, all obtaining well above the mean score.

On no story did they obtain statistically significantly different scores from other groups. They had the highest scores for Story Seven, an Interpersonal Relations story,and for Story On dealing with Academic Task Achievement. It was only on the Anxiety story that they ranked at the lower end of the group distribution.

On the stories dealing with Authority they were about average among the groups in their ability to deal with problems concerning both the mother and the father although on the father story no group reached the mean effectiveness score.

They ranked seventh on Sociability indicating more concern with Academic Task Achievement.

On the overall coping dimension scales they showed no significant differences from any other group except on Stance where they ranked second. They were also second on Engagement and third and fourth respectively for Initiation and Implementation.

Interpretive Comments

These girls did not do as well on academic tests as the middle-class groups, but it would seem that this was due more to lack of ability than lack of motivation. They saw themselves as working hard at their lessons, and their classmates would agree with this picture. They didn't have too much difficulty in solving problems of an academic nature although the solving of those problems did not necessarily imply a high degree of achievement.

They were realistic enough to have a fairly low educational aspiration, but coupled with this was the desire to have a job of lower-middle class status, preferably one where there would be quite an amount of intellectual stimulation. In fact their value pattern was far more similar to middle-class children than to working boys, suggesting that these girls were unwilling to play the role that might be assigned to them and aspired to a higher standard of living than their parents. They certainly wanted a job quite a bit higher in status than their fathers. This may make life difficult for the working boys who tended to think in terms of working-class jobs.

Working hard at school probably made it easier for them to get on with their teachers, but this ability did not apply so well in the home. They got on better with mother than with father but didn't really cope effectively with either of them.

They did get on very well with their peers, however, although finding it a little difficult to deal with angry children. They found it difficult to cope with aggression in themselves, but this seems understandable in view of the age of the group.

While others may think they worry rather a lot, they did not see themselves in this light; and their ability to cope fairly effectively with anxiety problems suggested that their classmates may have mistaken a conventional reaction of worry as being of more importance than it actually was.

Like their male contemporaries they seemed to do rather well in the nonacademic field. However, unlike them they seemed to be rather unrealistic about the future but certainly happy in the present.

ENGLAND TEN-YEAR-OLD UPPER-MIDDLE CLASS MALES[3]

Aptitude and Achievement

These boys came first among the four ten-year-old groups when their standardized score on the Ravens Aptitude test was looked at (52.78), and were significantly different from ten-year-old working boys (47.89).

Although they ranked first on the Ravens, these boys did not do as well as ten-year-old middle-class girls on either the Mathematics (51.38; 53.47) or Reading tests (52.66; 53.21), though on the reading test they did significantly better than either male (46.34) or female

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[3] Their raw score (43.92) placed them above the 90th percentile with respect to the general population.

(47.73) working-class ten-year-old groups. In both these tests their scores, like the scores of middle-class girls, were above the mean while the scores for both working-class groups were below the mean.

The same pattern occurred with the GPA, where middle-class boys (50.31) scored better than either working groups (boys 47.77; girls 49.44) but not as well as middle-class girls (52.46). However, none of the groups were significantly different here.

Peer Behavior Rating Scales

The most significant difference would seem to be in the area of Authority. Middle-class boys (.92) were seen as being less able to cope with problems in this area than either middle-class (1.11) or working-class (1.11) girls, but about the same as working-class boys (.93). Their score is below the theoretical mean, and this is true of all other items with the exception of Anxiety.

They ranked second (1.01) in the four groups for Anxiety and so didn't seem to worry as much as either working-(.95) or middle-class (.94) girls when things went wrong. They were also different from these two groups of girls, though not significantly so when it came to fighting to get their own way, boys (.98) being seen as doing this more frequently than girls (.94; .94).

However, when it came to assessing ability to work it out with an angry child these three groups had almost similar scores, all of them below the mean.

In both Task Achievement areas the boys were regarded as doing badly by their peers in relation to the other groups. On the Academic items they shared last place (.95) with the working-class boys (.94) and were significantly different from ten-year-old middle-class girls (1.13). However, on the Nonacademic item they were more similar to these middle-class girls (.97) than to other groups, though no differences were significant.

Their Interpersonal Relations score (.97) was lower than either group of girls (1.04; 1.04), but none of the groups were significantly different in this area.

As would be expected from looking at the items separately, they ranked lowest (.95) in terms of the BRS summary score, and they were in fact significantly different to middle-class girls (1.06).

Self-Behavior Rating Scales

When scores for these items were those assigned to themselves by the boys, the ranking was somewhat different to that given by peers.

They ranked themselves either first or second on all but the Authority item (1.34) where they placed themselves third.

They ranked first on Task Achievement (1.51) and had an almost identical score with working-class girls (1.50), but they clearly regarded themselves as better at nonacademic tasks (1.63) than either working-(1.44) or middle-class girls (1.39) did.

They ranked first on the Interpersonal item (1.65) though were not significantly different from other ten-year-old groups here.

They were similar to ten-year-old working boys (1.49) in having a high score on the Anxiety item (1.43), seeing themselves as getting upset more easily when things went wrong than either group of girls (1.32; 1.14).

While not significantly different from any group, they did give themselves a high rating on their ability to work it out with an angry child (1.53); and although ranking second on the item concerning fighting to get their own way, their score was still low (1.02) compared to the other items.

Occupational Values

These boys were very similar to both groups of ten-year-old girls in their choice of most desirable and least desirable traits to be looked for in choosing a job. They ranked Intellectual Stimulation (8.51) and Altruism (8.25) as the most important followed by Creativity (8.19), Self-Satisfaction (8.01) and pleasant Associates (7.79). Work like that of an artist or musician (2.81) was ranked last and work in which they could lead other people second last (5.57).

No group rated this last mentioned trait very high; but these boys, with a score of 5.57, were significantly different from fourteen-year-old middle-class (4.30) and working-class (3.97) girls.

Success is a trait which most groups placed somewhere among their first seven choices. These boys had a significantly lower score (7.23) for this than fourteen-year-old working-class girls (8.57). They also had a significantly lower score (7.79) than these girls (10.13) on the trait of pleasant Associates. They had a significantly lower score (6.39) than ten-year-old working girls (7.53) for Variety.

A job like that of their father was not regarded with much favor by most of the groups, but these boys ranked it eighth and had a significantly higher score (7.62) than fourteen-year-old working-class girls (2.04).

Occupational Interest Inventory

These boys had an Aspiration (1.91) and an Expectation (2.02) both of which fell within the upper-middle class range though at the lower end.

In terms of Aspiration they chose jobs significantly higher in status than either ten-(3.04) or fourteen-(2.87) year-old working boys, and in terms of Expectation they were not only significantly different to the same two groups (ten-year-old 3.32; fourteen-year-old 3.25) but also from ten-year-old working girls (2.61).

There was a slight difference between Expectation and Aspiration, the boys aspiring to a job slightly higher in status than they expected to have. Their Aspiration level was a little lower than the status of job their fathers held. In this they were significantly different from all working-class groups who aspired to jobs of a higher status level than their father.

Their own aspiration was also lower than the status their parents would wish for them.

Educational Aspiration

These boys (2.62) ranked second among ten-year-olds and fourth when all the groups were taken into account. Their aspiration was higher than that of 'A' level examinations and indicated that a number of boys aspired to some form of tertiary education.

Social Attitudes Inventory

These boys were not significantly different from any other group in the number of Active Coping responses they gave. In common with the other ten-year-old groups they gave most Passive Coping responses (6.37) significantly more than either of the fourteen-year-old middle-class girls (5.34) or boys (5.24).

Their next highest response was for Active Coping items (6.19) where their score was higher than any other ten-year-old group.

They were about average in the number of both types of Defensive responses - fifth with 2.86 for Passive and fourth with 1.90 for Active.

Like other groups, these boys gave a clear majority of coping responses though the type of coping seemed to be fairly equally divided between active and passive.

Sentence Completion

When faced with the problem of dealing with Aggression within themselves, this group was not as willing to confront the situation (1.91) as some other groups. They ranked sixth on Engagement (1.74), but in terms of coping effectively they ranked second (2.18). They showed a smaller amount of Negative Affect (.61) than any group except fourteen-year-old upper-lower girls (.49).

In the area of Authority they seemed to be more successful and ranked first on Engagement and Effectiveness. On Engagement they were significantly different from fourteen-year-old upper-lower males (7.61 and 7.13), but their Effectiveness score was not significantly different from any of the groups, none of whom reached a theoretical mean coping score in this area.

In coping with Anxiety problems this group ranked third on Stance (5.24) and second on Effectiveness (7.38); their scores on all dimensions were above the theoretical mean.

Relatively they did not score so well on Interpersonal Relations problems. Thus they ranked fifth for Stance (6.88), fourth for Engagement (6.08), and sixth for Effectiveness (8.06). They displayed about the same amount of Negative Affect as other groups when attempting to solve problems of this nature.

The positioning with regard to Task Achievement scores was much more favorable. They were first on Stance (7.65), first on Engagement (6.42), and second on Effectiveness (10.52). All groups had low Negative Affect scores, but these boys ranked lowest with .25.

Taking all coping items into account, these boys were not significantly different from the other groups in the score for Stance (30.81). As were all other groups they were above the theoretical mean (26), while their score for Engagement (26.48) approached it closely. The same was true of their Effectiveness score (39.75) where the theoretical mean was 39. From this figure it would seem that this group coped neither well nor poorly with problems in the five behavior areas; not only were they average among the groups but average also in terms of the scores obtained.

Story Completion

These boys obtained scores above the theoretical mean for Coping Effectiveness on seven of the eight stories. They scored below the mean on the Authority story dealing with the father. They did not differ significantly from any of the groups either on the overall effectiveness score or on this score for single stories.

They did best on the story dealing with Anxiety, where they ranked second, and on the Authority story dealing with the father, where they also ranked second although as already indicated, they scored below the theoretical mean.

Overall they ranked first on Engagement and Initiation but fell to fifth place on Implementation.

The only significant difference from other groups came on the dimension dealing with amount of Affect expressed in conjunction with the problem. Here they ranked second, with a significantly higher score than fourteen-year-old females of the same social class.

Interpretive Comments

There seemed to be some difference between these boys as they actually were and the face they presented to the world. While their general ability would appear to be greater than that of girls of the same class they did not seem as ready to expend as much time and energy on academic pursuits. They were not regarded by their classmates as doing particularly well in either area of achievement.

On the other hand they saw themselves as working hard at their school work and would certainly need to do so if they were to reach the academic and vocational levels to which they aspired.

They not only aspired to an upper-middle class job but expected to obtain one, preferably one that offered them intellectual stimulation and the chance to be creative while at the same time allowing them to help other people. At this age there is a slight discrepancy between the status level they were seeking and the higher one their parents hoped they would aspire to. On the whole they seemed to be in fairly good agreement with their parents. There was little evidence of any rebellion against parental opinion.

As might be expected, they tended to choose an active solution when faced with a problem but found that this was not always effective, particularly when the problem involved an authority figure. They were more successful if the problem involved the mother rather than the father.

However, whether successful or not they didn't seem to worry too much. Their peers didn't see them as worriers, and they were able to solve their anxiety problems with a fair degree of effectiveness.

Although they didn't worry too much they did show quite an amount of aggressive affect, as you would expect from boys of this age. They were quite ready to fight to get their own way particularly if only one other was involved. Their classmates were well aware of this and didn't regard them as very effective in coping with an angry child.

On the whole they didn't get on too badly with their fellow classmates although it seemed that they thought they did better than they actually did.

As a group they clearly had high academic potential but had not yet reached the age where they felt it necessary to exert a great deal of effort in academic matters.

ENGLAND TEN-YEAR-OLD UPPER-MIDDLE CLASS FEMALES[4]

Aptitude and Achievement

This group ranked second (50.88) among the ten-year-olds (standardized within age group) on the Ravens Aptitude test but first among children of this age for both Mathematics (53.47) and Reading (53.21).

On the Mathematics test (53.47) they did significantly better than ten-year-old working boys (47.13), and the same is true of the Reading test where working boys received a score of 46.34. They did not differ significantly, however, from middle-class boys (52.66) of the same age and had in fact fairly similar scores.

They also ranked first when the GPA was taken into account (52.46). Although there were no significant differences among the groups, middle-class children were above the mean while working-class children were just below.

Peer Behavior Rating Scales

There was a difference here between how these girls were seen by their peers in coping with Task Achievement and Authority and how they were seen as coping with the affective area of Anxiety.

They came first (1.13) among the groups for Task Achievement and were significantly different from both working-(.94) and middle-class boys (.95) in this area. The same (1.11) applies to ability to get along with teachers (.93; .92).

Although they were seen as doing well on Academic Tasks, the same did not apply to Nonacademic Task Achievement. They came second-lowest with a score of .97, which is below the theoretical mean. However, there were no significant differences among the groups, and all the means tended to cluster around 1.00. As mentioned already, these scores may not be as accurate as those of other areas, as children were not always familiar with activities of others outside the classroom.

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[4] The Ravens raw score for this group approached the 90th percentile (42.44) so that the girls in this group were among the one-in-ten of the population who obtained this score.

When it came to coping with Anxiety, these girls were ranked lowest in that they most easily got upset when things went wrong (.94). However, they fought to get their own way significantly less often (.94) than working boys (1.05) and were above average in working it out with another child who was angry with them (.98).

The Interpersonal Relations scores ranged from .97 - 1.04 with ten-year-old middle-class girls having a score of 1.04 so that they were seen as better than average at getting along with others. However, this group was not significantly different from any other age, class, or sex grouping in this area.

As would be expected, their BRS summary score placed them first (1.06) significantly better than ten-year-old middle-class boys (.94). There was a clear distinction here between boys and girls. Working- (1.05) and middle-class girls were both above average and only had .01 difference between them, while working-class and middle-class boys were both below average (.97; .94). Girls were seen as better able to deal with academic problems and with interpersonal problems whether with teachers or classmates.

Self-Behavior Rating Scales

In terms of Anxiety and Aggression these girls saw themselves in very much the same way as did their peers. They ranked lowest (1.14) among ten-year-olds and so worried most when things went wrong. They saw themselves as fighting to get their own way significantly less often (.84) than working-class boys (1.29) and found it most difficult of the four groups (1.31) to work it out with a child who was angry with them. It is interesting that while self-ratings for six of the statements were greater than those given by the peers for all groups, there was one statement for middle-class girls where they rated themselves lower than their peers; this concerns those who fought hardest to get their own way. Peers gave a rating of .94, while the self-rating was only .84.

The opposite applied to Academic Task Achievement where peers rated the middle-class girls first (1.13), but they rated themselves last among the ten-year-old group (1.28).

As would be expected from the academic scores, the BRS summary score for these girls was lowest (1.39) of the four groups. So these girls saw themselves as less able to cope with Academic Achievement or Interpersonal Relations.

Occupational Values

These girls ranked Intellectual Stimulation (9.31) and Altruism (9.24) as the most desirable values to be looked for in seeking a job. In choosing these, they were first among the eight groups. They next valued Self-Satisfaction (8.91), Security (8.55), and pleasant Associates (8.49) and were least interested in work in which they could lead other people (5.02) or in work like that of an artist or musician (4.35).

They were significantly less interested than other groups in Success (6.67) or Economic Returns (5.90) and significantly more interested in the values they ranked first.

Occupational Interest Inventory

While both aspiring (2.06) to and expecting (2.38) jobs of a lower status than ten-year-old middle-class boys (1.91; 2.02) they were not significantly different from them. They did, however, place their choices below the upper-middle class cut-off point. At the same time they chose jobs of a higher status than either of the ten-year-old working-class groups (Boys 3.04; 3.22. Girls 2.45; 2.61).

Their Aspiration was greater than their Expectations, and in this they were similar to almost all other groups. However, the difference between the two was not great, and it would seem that status level of both choices was fairly similar.

At this age girls were aspiring to a status level which was less than the status of their father's job (5.48). In this they were significantly different to fourteen-year-old working girls who aspired to a much higher level of occupation than their fathers had (7.70).

Their chosen aspirational level was very similar indeed to that which they reported their parents aspired to for them (6.18 for fathers and 6.16 for mothers).

Educational Aspiration

These girls had the highest Aspiration (2.43) of the ten-year-old groups and ranked third when fourteen-year-olds were also considered. Their aspiration was higher than that of 'A' level examinations and indicated that most aspired to some form of tertiary education.

In this desire they were different to both fourteen-year-old working-class groups and ten-year-old working girls, all of whom had a significantly lower aspiration.

Social Attitudes Inventory

As with other ten-year-old groups, these girls gave a greater proportion of Passive Coping responses (6.22) than any other type, but they also gave quite a large number of Active Coping responses (5.55). They gave less Active Defensive responses than any other group (1.52), significantly less than fourteen-year-old working boys (2.56). They gave twice as many Passive as Active Defensive responses (3.18) and were second only to ten-year-old working girls (3.43) in this respect.

Sentence Completion

These girls ranked sixth among the eight groups in their ability to deal with Aggression within themselves. They did not completely avoid the problem (1.96); they were slightly less ready to engage in solution (1.88), and when they did so they were not successful (2.00) although no group could be considered as effective copers in this area. The highest score was 2.42, while the theoretical mean was 3.00. This group was about average in the amount of Negative Affect expressed (.71).

In dealing with Authority this group ranked first for Stance (9.41), joint second for Engagement (7.43), and third for Effectiveness (11.43). They were significantly different from ten-year-old upper-lower boys in terms of Stance (8.62), being more ready to face Authority problems. They were not significantly different from any of the other groups on either Engagement or Effectiveness. They were, however, significantly different from ten-year-old upper-lower boys in terms of Negative Affect. They showed most Negative Affect (1.71) while the upper-lower boys showed least (1.05), scores which might not have been expected when the Coping Effectiveness scores were taken into account.

When faced with Anxiety problems these girls were not significantly different from any other group. They ranked about average on Stance (5.11), Engagement (4.63), and Effectiveness (7.13). They displayed more Negative Affect than any other ten-year-old group, but it was a small amount (.55).

In the area of Interpersonal Relations these girls did not do so well. They ranked seventh in terms of facing up to the problem (6.56) and were significantly different from fourteen-year-old upper-lower and upper-middle boys here (7.17; 7.40). They had an average score on Effectiveness (8.21), but no group scored above the theoretical mean in this area. They ranked first on Negative Affect and showed significantly more than fourteen-year-old upper-lower girls (1.14).

There were no significant differences in the Task Achievement area. The girls were above the theoretical mean for Stance (7.47), Engagement (6.26), and Effectiveness (10.17).

Overall they ranked third for Stance (30.46), third for Engagement (26.15), and fifth on Effectiveness (38.88). They were not significantly different from any other group on any of the three dimensions. They did show more Negative Affect than any other group (4.89), being significantly different from fourteen-year-old upper-lower girls here.

Story Completion

These girls obtained scores above the theoretical mean for Coping Effectiveness on six of the eight stories. They scored below the mean on the two Authority stories.

They did not differ significantly from other groups on any of the assessments of Coping Effectiveness; but in comparison with the other groups they did not score particularly well on this dimension, ranking eighth overall and in the lower halves of the distributions for individual stories. Their overall score was, however, well above the theoretical mean.

They ranked second on Sociability and sixth on Academic Task Achievement, indicating more interest in Interpersonal Relations than in Task Achievement.

They ranked sixth on Affect associated with the problem scoring significantly lower than ten-year-old boys of either social class.

Overall they ranked eighth on both Engagement and Implementation and seventh on Initiation; so that in comparison with the other groups they do not present a particularly good picture.

Interpretive Comments

The most interesting thing about this group is the consistent pattern that the results on all tests presented. The only time this pattern did not emerge was when the girls reported on their own behavior in the Self-BRS.

They did very well in the academic setting. Not only did they achieve good results, but it was apparent to their fellow pupils that they were working hard at their lessons. It seemed that they wanted to continue in this manner as they were aiming at a high academic level. This interest was maintained in regard to occupations where the first aspect they were interested in was intellectual stimulation. This seemed to be the area in which they found it easiest to solve problems effectively. The same cannot be said of achievement problems of a nonacademic nature. They admitted themselves that they found these difficult, and their peers seemed to agree that they were not very successful here.

Their success in dealing with other people seemed to extend to both teachers and peers, and on the whole they solved their interpersonal problems with a fair degree of effectiveness.

They were not so competent in the affective areas. They did get upset when things went wrong and were aware of the fact but did make a real effort to overcome this.

Of the five behavior areas studied, they had most difficulty with aggression, finding difficulty in solving problems that might involve angry children.

They formed a highly competent group oriented towards academic achievement, successful in interpersonal relations, and desirous of eventually obtaining a job with a high altruistic content.

ENGLAND FOURTEEN-YEAR-OLD UPPER-LOWER CLASS MALES[5]

Aptitude and Achievement

This group obtained a score for the Ravens which was below the mean (46.41) and was the lowest of the four fourteen-year-old groups. These boys scored significantly lower than either of the middle-class groups (boys 51.84 and girls 52.62).

However, on Mathematics (47.22) and Reading (46.90) tests these boys ranked third, doing better than working-class girls of the same age (46.65; 45.32). As in the case of the Ravens, however, they did significantly less well on Mathematics than did middle-class boys (54.12) or girls (51.93). The same significant difference was found for the Reading test (boys 53.62; girls 54.20).

They had the lowest GPA score (46.10) of the fourteen-year-old groups but were significantly different only from the middle-class males (58.55). Both female groups had similar scores, all three being below the mean.

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[5] When the raw score was looked at these boys did not do as well as their ten-year-old equivalents. While the ten-year-old group mean reached the 75th percentile, the score for the fourteen-year-old group (46.06) lies at about the 65th percentile.

Peer Behavior Rating Scales

These boys received the highest ratings from their peers in the affective area of Anxiety.

They were seen as not getting upset easily when things went wrong (1.07) and were similar to ten-year-old working boys in this regard (1.04). Although they were ranked first in ability to deal with Aggression (1.02), the scores were so close to average for all groups that there was no real difference. However, when it came to fighting to get their own way, these boys were ranked first (1.06) and were significantly different from working girls of the same age in this regard.

In the areas of Academic Task Achievement (.95) and Authority (.94), these boys were rated below average by their peers but ranked first on Nonacademic Task Achievement (1.02) although there were no significant group differences here.

Their BRS summary score (.98) put them slightly below average, but the other three groups were only slightly above. Overall their classmates saw them as average in Task Achievement terms. This finding was also true of their ability to deal with IPR - a rating of 1,00 having been given by their classmates.

Self-Behavior Rating Scales

The same pattern occurred as in the Peer BRS although as with all groups these boys rated themselves higher on all items than did their peers.

However, they perceived themselves as not worrying when things went wrong (1.55) to a significantly greater degree than middle-class girls (.99).

When it came to coping with aggression they had greater confidence in their ability to work it out with an angry child (1.47) than did any other group. Their Self-Rating (1.18) for fighting to get their own way was greater than the Peer Rating (1.06), but the difference was less than for the middle-class groups.

In the areas of Task Achievement and Authority, they had a very positive picture of themselves indeed. They saw themselves as first of the four groups in getting along with teachers (1.37) and in Nonacademic Task Achievement (1.54) and very close to first (1.51) in the area of Task Achievement, also. The same applied to IPR where they gave themselves a score of 1.56. Their summary score reflected this (1.49), being significantly greater than either of the two female groups.

Occupational Values

These boys ranked Security (9.42) and Economic Returns (8.90) as the most desirable traits to be looked for in seeking a job. In this they were second and first among the eight groups respectively. They next valued Success (8.64) and pleasant Associates (8.23) and were least interested in work in which they could lead other people (4.71) or work like that of an artist or musician (3.72).

They were significantly less interested than one or more of the other groups in work in which they could help other people (6.53), work in which they could feel good about doing the job well (7.69) or a job with pleasant Surroundings (6.02).

Occupational Interest Inventory

Like ten-year-old working boys, this group expected to obtain a job which was working-class in nature (3.25). Their Aspiration (2.87) was lower-middle class, but still significantly lower than either age group of middle-class boys (10 - 1.91; 14 - 1.61).

With regard to Expectation, they differed significantly from both fourteen-year-old middle-class groups (girls 1.97; boys 1.69).

They differed significantly from fourteen-year-old middle-class girls in that their Aspiration was greater than their Expectation (6.34) while the girls' Aspirations and Expectations were almost identical (5.94).

At this age boys were aspiring to a status level which was certainly higher than their fathers (7.24) and in this aspiration they seemed to be supported by their parents in that the child's aspiration coincided quite closely with that expressed by the father (6.27) and that expressed by the mother (6.15).

Thus, although these boys were still thinking in terms of working-class occupations they wished for a job of a higher status level than their father, and in this they were supported by their parents.

Educational Aspiration

These boys had the second-lowest Aspiration being significantly different to both middle-class groups (girls 2.18; boys 2.19). Their Aspiration cannot, however, be considered very low. They aspired to a level beyond the 'O' level examination, and their score indicated that quite a number in the group wished to reach 'A' level.

Social Attitudes Inventory

Like the other fourteen-year-old groups, this group gave more Active Coping responses (6.27) than any other type of response; and in fact their combined coping responses, Active and Passive (5.54), were greatly in excess of their Defensive responses (2.56, 2.50).

They differed significantly (2.56) from ten-year-old middle-class girls (1.52) in giving more Active Defensive responses and differed significantly (2.50) from ten-year-old working-class girls (3.43) in giving less Passive Defensive responses. However, despite these group differences overall they had almost equal numbers of Passive and Active Defensive responses.

The clearest point here is that this group ranked first in Active Coping.

Sentence Completion

These boys were about average among the eight groups in their ability or lack of ability to deal with Aggression within themselves. They did not completely avoid the problem (1.87); they were slightly less ready to engage in solution (1.70), and when they did so they were not successful (2.02) although no group could be rated as an effective coper in this area.

In dealing with Authority problems these boys were even less effective in relation to the other groups. They ranked seventh for Stance (8.81) and Engagement (7.22) and eighth for Effectiveness (11.06). They were, however, not significantly different from any other group on any of the dimensions. They were average in the amount of Negative Affect they displayed (1.25) in dealing with problems in this area.

When faced with Anxiety problems, these boys were average in their willingness to confront the problem (5.22). They ranked fourth on ability to cope effectively (7.25) and displayed very little Negative Affect (.37). They displayed more competence in this area than in any of the other four.

While they ranked first (7.17) in their Stance towards Interpersonal Relations problems and second in their action in engaging in solution (6.27), these boys were only seventh among the groups when it came to dealing effectively with the problem (97.78) and displayed more Negative Affect than most other groups in doing so. However, none of the groups could be said to have been really effective copers in this area, only one approaching the theoretical mean score. So while poor, the fourteen-year-old upper-lower boys' performance in this area was not significantly less good than the other groups.

Task Achievement was not a successful area for these boys compared to other groups. They ranked lowest for Stance (7.18), Engagement (5.90), and Effectiveness (9.82). They displayed little Affect either Positive (.26) or Negative (.31) and ranked third for Neutral Affect (2.42). However, none of the group scores were significantly different and fourteen-year-old upper-lower boys, despite their low ranking, were above the theoretical mean for both Stance and Effectiveness and approached it closely for Engagement.

Overall this group ranked fourth for Stance (30.29), eighth for Engagement (25.78), and seventh for Coping (37.17).

Story Completion

These boys scored above the theoretical mean on six out of the eight stories, falling below the mean for both Authority stories. They ranked seventh on overall Coping Effectiveness but were still well above the theoretical mean.

For all but two of the stories they were in the lower halves of the distributions. For only one story did they differ significantly from the other groups. This was on Story Eight dealing with Aggression where they scored significantly lower than fourteen-year-old females of either social class.

On Academic Task Achievement and Anxiety they ranked fourth but were not significantly different from any other group.

Overall they ranked third on Affect, scoring significantly higher than fourteen-year-old girls of either social class and ten-year-old upper-middle females.

Although they ranked third on Stance, they were seventh on Engagement and Implementation and eighth on Initiation. They were not significantly different from the other groups on any of these dimensions.

Interpretive Comments

These boys have quite a rosy picture of themselves compared to the realistic approach of girls of the same social class. In spite of the fact that they did not do well on any of the achievement tests or on the GPA, they saw themselves as doing very well at their lessons. Their classmates did not see them in the same light.

They did not, however, aspire to great academic heights and were more or less content to obtain a few General Certificate of Education Ordinary Level subjects. Vocationally they wanted a lower-middle class job, but they expected one at a working-class level. So in this area at least they showed a realistic adjustment. They wanted a job that was of a higher status than the one their father had, but it must be one that offered security before anything else though salary was also quite important. There seemed to be a difference here between the boy's adjustment to his environment and his adjustment to himself. He saw himself as a person able to deal with any problem that arose. One would expect such boys then to see themselves in top level jobs but this was not so. They saw themselves in the places in society where it was almost certain they would end up. It is possible then that they were as aware as their peers that the picture they presented of themselves was a false one, but they were determined to show that they were as good if not better than anyone else.

They were reluctant to admit that they were aggressive, but on the whole they tended to meet violence with violence. And they certainly had trouble dealing with aggression when it came from within themselves. Again, the more usual response was to let the anger out on someone or something.

When asked directly they indicated they got on well with authority, but other things seemed to indicate that they found it difficult to get along with adults in authority positions, particularly with their father although they had few disagreements with him when discussing jobs.

On the whole they got along quite well with their friends, but as already mentioned they could turn aggressive if they felt force was necessary.

They didn't worry much about any problems they encountered, preferring to approach them actively.

On the whole they seemed rather insecure. Their approach to work seemed to be fairly realistic, and the fact that both they and their peers agreed on their ability in the Nonacademic Task Achievement area may indicate a certain degree of success in whatever job they choose.

ENGLAND FOURTEEN-YEAR-OLD UPPER-LOWER CLASS FEMALES[6]

Aptitude and Achievement

On the Ravens Aptitude test, with scores standardized within age groups, these girls ranked third (49.10) among the fourteen-year-olds.

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[6] Their raw score (47.59) indicated that like fourteen-year-old working boys they did not do as well as their ten-year-old equivalents. The ten-year-old working girls had a raw score which placed them above the 75th percentile. The fourteen-year-old girls' score, however, placed them below this point.

They scored slightly below the mean but did better, though not significantly so, than boys of the same age and social class (46.41).

They ranked fourth on both Mathematics (46.65) and Reading (45.32) tests. On the first of these their score was significantly different to that of both middle-class boys (54.12) and girls (51.93).

On the Reading test the same relationship occurred in regard to both boys (53.62) and girls (54.20) of the middle class.

While ranking third on the GPA measure, they had a significantly lower score than middle-class boys (58.55).

Peer Behavior Rating Scales

There was only one item on which these girls differed significantly from any other group, and this concerns fighting to get their own way. Their peers indicated that they did this (.92) significantly less often than did fourteen-year-old working boys (1.06) and in fact ranked fourth among the four fourteen-year-old groups.

On the other six items they tended to rank about the middle position - second or third; and it was only for the Anxiety item that they fell as low as fourth (.97). They had, however, the same score as fourteen-year-old upper-middle boys (.97) and were also close to fourteen-year-old upper-middle girls (.99).

Their score for Task Achievement (1.04) gave them a rank of third, but they shared this position with fourteen-year-old middle-class boys. On the Nonacademic item (.99) they were closer to fourteen-year-old middle-class girls (1.00).

They ranked third (1.03) on the Authority item and were closest to both fourteen-year-old middle-class groups (boys 1.04; girls 1.05).

In the field of Interpersonal Relations, scores for all fourteen-year-old groups were fairly close together ranging from .99 - 1.03. Working girls with a score of 1.01 seemed closest in this instance to working boys (1.00).

As would be expected from the above discussion, this group ranked second on the BRS summary score (1.02), the middle-class boys having a score only .01 different (1.01). However, all scores clustered around 1.01, the range being .98 - 1.04.

Self-Behavior Rating Scales

While their peers ranked them second or third, these girls ranked themselves fourth on all but Anxiety and IPR items where they ranked themselves third. Thus, they seemed to see themselves in a more unfavorable light than did their peers.

On Task Achievement they had a significantly lower score (1.05) than did fourteen-year-old middle-class boys (1.54). While both groups of boys gave themselves a much higher rating than did their peers, the girls seemed to have very little confidence in their academic ability, the middle-class girls also giving themselves a low score (1.13) though not as low as working girls.

They gave themselves a low rank for the Nonacademic item as well (1.15). Again it was the working-(1.54) and middle-class boys (1.34) who saw themselves as doing well in this area. The middle-class girls, on the other hand, were very close, having a score of 1.19.

In the case of Authority these girls gave themselves a low score (1.07) but saw themselves as much more able to cope with Interpersonal Relations that did not involve teachers (1.45).

Despite this somewhat low opinion of themselves, they saw themselves as worrying significantly less than working boys (1.55).

Of all groups they ranked lowest on the item concerning fighting to get their own way, that is they didn't see themselves as doing this very often (.95). On the other hand, they also ranked themselves lowest in ability to work it out with an angry child (1.29).

Not surprisingly, their rank was fourth on the BRS summary score (1.18) though very close, indeed, to middle-class girls who had a score of 1.19. These two groups of girls differed from the other six groups in that their summary score for self was little different from the score obtained from peer ratings. Perhaps they held a more realistic picture of themselves than did the other groups.

Occupational Values

There were certain similarities between the traits which this group saw as most and least desirable in choosing a job and those chosen by other groups. Both fourteen-year-old working boys, working girls and also middle-class girls placed Aesthetics, Management, and work like that of their father in the bottom three places, while middle-class boys chose two of these three - Management and Aesthetics.

Like both middle-class groups, these girls placed pleasant Associates as their first choice and like middle-class boys, placed Security next but then chose Self-Satisfaction, Altruism, and Success, a rather different ordering to any other group.

Not only did they rank Management low, but their score on this trait was significantly lower (3.97) than ten-year-old girls of the same class (5.91). However, on Success (a trait they ranked fifth) they ranked second among the groups (8.57), having a significantly higher score than ten-year-old middle-class boys (7.23) or girls (6.67).

They also ranked first among the groups on Self-Satisfaction (9.02), Security (9.55), Surroundings (7.71), and Associates (10.13). On all these traits they had significantly higher scores - on Self-Satisfaction and Surroundings than fourteen-year-old working boys, on Security than fourteen-year-old middle-class girls, and on Associates than ten-year-old working boys.

On Creativity (5.40), Prestige (5.70), and work like father (2.04) they had a significantly lower score.

Occupational Interest Inventory

These girls had Aspirations and Expectations which were almost identical. They aspired to a job of lower-middle class status (2.44), and they expected to have a job of almost exactly the same status level (2.45). In this they seemed better adjusted than working boys of the same age who had an Aspiration (2.87) much higher than their Expectation (3.25). The girls were similar to both middle-class groups whose Aspirations and Expectations were fairly close (boys 1.61 and 1.69; girls 2.03 and 1.97).

They aspired to jobs of a much higher status than the status of their father's job but not quite as high a status as their father wished. However, their Aspiration and that of the mother for the child were almost identical.

Educational Aspiration

These girls had a very similar Aspiration to that of working-class boys of the same age, the difference being only .04. Thus like them they aspired to a level beyond the '0' level examinations, an Aspiration significantly lower than either of the middle-class groups.

Social Attitudes Inventory

As with the fourteen-year-old groups these girls gave more Active Coping (6.08) than any other type of response but gave almost as many Passive Coping responses (6.03). The number of Coping responses was much greater than the number of Defensive responses, the girls giving more Passive (3.06) than Active replies here (1.76).

In terms of ranking within the subgroups these girls were about average, not being significantly different from any other group in the number of responses.

Sentence Completion

Of all groups, these girls coped most effectively with Aggression (2.42) and were significantly different from ten-year-old girls of the same social class. However, even though they ranked first they did not reach the theoretical mean of 3. They were just above the theoretical mean point for Stance (2.15) and tended towards it on Engagement (1.87). They were significantly different from ten-year-old upper-lower males on the Stance dimension and significantly different from ten-year-old upper-lower girls in amount of Negative Affect shown. These fourteen-year-old girls showed less than any other group.

In the area of Authority, their score on Stance (9.09) was above the theoretical mean but scores on both Engagement and Effectiveness were below it. They ranked eighth on Engagement (7.13) and second on Effectiveness (11.53). There was also a large amount of Negative Affect but not significantly more than any other group.

A great deal less Negative Affect (.61) was shown in the area of Anxiety although these girls ranked first and had a significantly higher score than fourteen-year-old upper-middle boys. They ranked eighth in terms of Effectiveness (6.39) with a score above the theoretical mean, though not one that was significantly different from any other group. Scores for Stance (4.89) and Engagement (4.45) were also above the theoretical mean.

They ranked first on Effectiveness (8.81) when it came to coping with Interpersonal Relations problems and were significantly better than ten-year-old upper-lower boys. They showed less Negative Affect than other groups and significantly less than ten-year-old upper-middle girls. While their Effectiveness score was below the theoretical mean, both scores for Stance (6.89) and Engagement (6.14) were above it.

There were no significant differences among the groups on any of the three dimensions in the area of Task Achievement. On all three dimensions these girls scored above the theoretical mean; in the case of Stance (7.32), they were well above it.

In overall terms this group displayed less Negative Affect than any other group (3.77) and significantly less than ten-year-old upper-middle girls (4.89). On the Stance dimension they were well above the theoretical mean (30.25) and just above it on Effectiveness (39.28). Their score on Engagement was just below (25.79).

Story Completion

These girls scored above the theoretical mean Coping Effectiveness scores on seven out of the eight stories. In terms of overall Coping Effectiveness they ranked first among the groups but were not significantly different from any of them.

However, they did differ significantly on Coping Effectiveness scores for three of the individual stories. For both Aggression and Nonacademic Task Achievement they ranked first, scoring significantly higher than fourteen-year-old upper-lower males in the first story and fourteen-year-old upper-middle females in the other. On the story dealing with Interpersonal Relations they ranked eighth, scoring significantly lower than ten-year-old upper-lower boys.

They did not score well on Authority stories, ranking fifth on the story dealing with the mother and sixth when the Authority figure was the father. Like all other groups they were well below the theoretical mean for this story.

Overall they ranked seventh on Affect, scoring significantly lower than ten-year-old boys of either class grouping. They also ranked seventh on Stance, scoring significantly lower than ten-year-old upper-lower females.

Interpretive Comments

These girls seemed to have a realistic picture of themselves in that they agreed with their peers' evaluation especially when it came to Academic Task Achievement. They were seen as being about average in the way they performed which suggested that they found it difficult to reach the educational level they aspired to. It is interesting that these girls, unlike some other groups, did not assess themselves as more highly proficient performers than their peers' assessment suggested. This may indicate a certain lack of confidence. Just how much this was related to the type of school it is difficult to say. Fifty per cent of the sample came from Secondary Modern schools, and whether this relegation may have affected the girls as much as some suggested was difficult to assess. However, although they may not have thought of themselves as working hard, they seemed to be able to cope effectively with academic problems.

They had much more confidence in themselves when they had to deal with their friends. They saw themselves as getting along well with others even if their friends showed a certain amount of aggression.

Their realistic approach manifested itself again in their choice of a job where aspiration and expectation were identical. Their aim was towards upward mobility into the lower-middle class, preferably a job with pleasant associates though security also played quite an important part in their choice.

With their realistic acceptance of fact it might be expected that these girls would not worry too much or if they did worry did something about it. This seemed to be borne out by the results and it seemed that if they had difficulty in coping with authority, they did not worry about it too much.

On the whole these girls knew what they wanted and were set on going their own way to obtain it. They did not have a great respect for authority but were more influenced by their peer group.

ENGLAND FOURTEEN-YEAR-OLD UPPER-MIDDLE CLASS MALES[7]

Aptitude and Achievement

On the Ravens Aptitude test (standardized by age) these boys received a score of 51.84 ranking second to middle-class girls (52.64). They were not, however, significantly different from the girls. Like them their score was above the mean while that of both working-class groups was below it (boys 46.41; girls 49.10).

Taking the achievement test results they did better than any other group on Mathematics (54.12) and significantly better than either working boys (47.22) or working girls (46.65). They ranked second (53.62) to middle-class girls (54.20) on the Reading test and did significantly better than working-class girls (45.32). On both achievement tests they scored well above the mean as did middle-class girls. However, on GPA results they were the only group to score above the mean (58.55), and in fact this score was significantly different from the three other groups (boys 46.10; girls 46.49; middle girls 48.82).

Peer Behavior Rating Scales

The Peer BRS results presented a rather dull picture. These were not significantly different from any other group on any of the items and seemed to have no outstanding scores.

They ranked second (1.04) to middle-class girls (1.07) on the Task Achievement item, having the same score as working girls. However, on Nonacademic Tasks they were rated fourth, getting a score below the theoretical mean (.96).

In dealing with Authority problems they ranked second (1.04) to middle-class girls (1.05), but their score was just as close to that of working girls (1.03). It was only from working boys (.94) that their score was in any way different, and even this difference was not significant.

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[7] Their raw score (49.21) was above the 75th percentile but was some way below the 90th.

The same closeness of scores occurred on the Interpersonal Relations item. The boys ranked fourth (.99), but the scores for working-class boys (1.00) and girls (1.01) were very similar indeed.

Their score on the Anxiety item (.97) was the same as that of working-class girls (.97) and similar to middle-class girls (.99). The only group with a high score here were working-class boys (1.07).

On the item concerned with fighting to get their own way, middle-class boys had a score (1.02) more similar to that of working boys (1.06) than of either group of girls. In other words, boys were seen as fighting to get their own way more often than girls of either class.

While working-class boys fought to get their own way more often (1.06), they were also seen as being able to work it out with an angry child (1.02) better than any other group. Middle-class boys on the other hand not only fought to get their own way but found it most difficult of the four groups to work it out with an angry child (.97).

On the BRS summary score they came just above the mean (1.01), second to middle-class girls (1.04). They were not significantly different from any other group.

Self-Behavior Rating Scales

Their scores on the Self-BRS were much higher than those assigned them by their peers. On the Task Achievement item they ranked first (1.54) and had a score significantly higher than either group of girls (working 1.05; middle 1.13). This score was, however, very close to that of working-class boys (1.51).

Both groups of boys also gave themselves much higher scores than girls on the Nonacademic Achievement item, although middle-class boys (1.34) came second to working boys (1.54).

They ranked second (1.30) to working boys (1.37) when it came to getting along well with teachers and also getting along well with their peers (working 1.56; middle 1.48). However, on the Interpersonal Relations item working girls had a very similar score (1.45).

These boys saw themselves as not worrying when things went wrong (1.34) much less than either group of girls (working 1.07; middle .99).

On the question concerning fighting to get their own way, they ranked first (1.28), but unlike their peers they also saw themselves as being able to work it out with an angry child (1.34), ranking second to working-class boys (1.47).

As might be expected from their scores on individual items, their BRS summary score (1.41) was second only to that of working-class boys (1.49) and much higher than either working-(1.18) or middle-class (1.19) girls.

Occupational Values

In their first five choices these boys were more similar to fourteen-year-old working-class girls than any other group. They selected pleasant Associates (9.63) and Security (9.35) as the most important values in choosing a job and both included (7.96) Self-Satisfaction (fourth) and (7.96) Success (fifth) among their next three choices, boys regarding Economic Returns (8.05) as third in importance.

These boys ranked the values of Management (5.26) and Aesthetics (2.80) as least important in choosing a job, making the same choice as fourteen-year-old working-class boys here.

They had significantly lower scores than fourteen-year-old middle-class girls on both Altruism and Aesthetics. While boys placed Altruism ninth (6.80), girls placed it second with a score of 9.22. Both groups placed Aesthetics low in the ranking, girls thirteenth and boys fifteenth, but the girls' score (4.83) was significantly higher than the boys' (2.80).

They gave a significantly lower score (7.95) than ten-year-old middle-class girls (9.31) for Intellectual Stimulation but were significantly more interested (8.90) than fourteen-year-old middle-class girls (6.50) in Economic Returns.

They were significantly less interested (6.13) than the same group of girls (7.84) in Variety. While the girls placed this sixth, boys ranked it twelfth.

They gave a high score (6.21) to work like that of their father, making it eleventh, while middle-class girls ranked it fifteenth with a significantly lower score of 3.94.

Occupational Interest Inventory

For both Aspiration (1.61) and Expectation (1.69) these boys had the lowest score and, thus, aspired to and expected high status jobs. The scores were almost identical indicating that these boys aspired to and expected jobs of almost the same status level, though this did not, of course, mean that they aspired to and expected the same type of job.

Both scores were within the upper-middle class range, and both were of a significantly higher status than those for ten-year-old working-class girls (3.04; 3.32).

They aspired to a job whose status level was just a little above the status level of their father's job, and in this they were significantly different to all working-class groups, all of whom aspired to jobs of a much higher status than their fathers.

These boys did not aspire to as high a status as either of their parents wished, though their aspiration was closer in status to what their mothers wished. The discrepancy between their aspiration and their father's for them was significantly different from that of fourteen-year-old working boys who aimed at a higher status job.

Educational Aspiration

They had the highest Educational Aspiration (2.18), almost identical to fourteen-year-old middle-class girls. Most of this group desired some form of tertiary education, either college or university.

Social Attitudes Inventory

While in general the pattern remained the same as for other groups with a majority of Coping responses as compared to Defensive responses, the proportion of each type was slightly different.

These boys had 6.03 Active Coping responses, ranking fifth among the groups but not differing significantly from any of them, the range being 5.65 - 6.27, so that this group's score was about average.

However, they did have the lowest number of Passive Coping responses (5.24) which was significantly different to that of ten-year-old working girls and appreciably lower than other groups, except the fourteen-year-old middle-class girls (5.34).

They had almost equal numbers of Active (2.51) and Passive (2.79) Defensive responses, differing from other groups who all had a greater number of Passive responses.

Taken in conjunction with the Coping responses, this suggested that this group was more active in dealing with the problems presented than other groups.

Sentence Completion

These boys did not differ significantly from any other group when faced with Aggression within themselves. They almost reached (1.98) a theoretical mean score between confrontation and avoidance, but they fell below the theoretical mean when Engagement towards solution was called for. They ranked fourth on the Effectiveness dimension (2.13), but their score did not approach the theoretical mean.

In dealing with Authority problems, these boys were above the theoretical mean on Stance (9.08). However, they were below it on both Engagement (7.43) and Effectiveness (11.31). They ranked sixth in terms of Negative Affect with a score of 1.21.

By contrast the amount of Negative Affect connected with Anxiety items was very small indeed (.31), significantly less than the amount shown by fourteen-year-old upper-lower (.60) or upper-middle girls (.58). These boys scored above the theoretical mean on all three dimensions and ranked first among the groups on Effectiveness.

This group ranked second on confronting Interpersonal Relations problems (7.14) and scored significantly higher than ten-year-old upper-lower (6.52) or upper-middle girls (6.56). All groups had scores above the theoretical mean. These boys also scored above the theoretical mean on Engagement (6.39) and did significantly better than ten-year-old upper-lower boys. However, they were below the theoretical mean for Effectiveness (8.41)though not significantly different from any other group in this respect.

They appeared to be most successful on the Task Achievement items, where they ranked first on Effectiveness and second on Stance and Engagement; scores on all three dimensions were above the theoretical mean. They were not, however, significantly different from any other group on Stance (7.59), Engagement (6.28), or Effectiveness (10.55).

This group also ranked first on Effectiveness when Sentence Completion totals were looked at. They differed significantly from ten-year-old upper-lower girls on the Stance dimension. They were above the theoretical mean (31.11) for Stance, Engagement (26.65), and Effectiveness (39.85). They ranked seventh on Negative Affect but did not display significantly less than any other group.

Story Completion

These boys scored above the theoretical mean Coping Effectiveness scores on seven out of the eight stories. In terms of overall Coping Effectiveness they ranked fourth but were not significantly different from any of the groups.

They did not show any significant differences in Coping Effectiveness scores from other groups on any of the individual stories either. They ranked seventh on the Interpersonal Relations story and were about average on the other stories. They scored below the theoretical mean for the story dealing with the father but were above the mean for the story dealing with the mother.

On the overall coping style dimensions they scored about average compared to the other groups although they did rank first on Implementation. On none of the dimensions were they significantly different from any other group.

Interpretive Comments

These boys did well in an academic setting but seemed to have a higher opinion of themselves than might be warranted by the facts. They gave a rather inflated picture of their capabilities. They even saw themselves as fighting to get their own way. Perhaps they had interpreted this as a desirable characteristic.

In spite of this somewhat exaggerated picture of their own proficiency, academic results indicated that they should achieve their goal of at least some type of tertiary education. This would be very necessary in the type of job they expected which was well up in the upper-middle class status range. They showed that in this respect they were pretty well adjusted, having brought their expectation and aspiration almost to the same level. This would be expected at this age when the boy is shortly to be required to choose the subjects which he will study for the remaining three or four years and which will influence his ultimate vocational choice. It would be difficult if a wide gap existed between aspiration and expectation here, as it could create a number of problems for the boy.

For this group pleasant associates was the first thing to look for in choosing a job. This seemed a rather unrealistic first choice, particularly when it seemed that this group had a fairly matter-of-fact approach to jobs. However, they did place security second and economic returns third.

It is interesting that they placed pleasant associates so high as on the whole they didn't get on as well as they might with their fellows. They themselves thought they did pretty well, but peer reports and their own reports suggested otherwise. Perhaps because of this they felt a greater need of positive interpersonal relationships and thus were looking towards another environment - the job - where this might be possible.

As might be expected from the above, they didn't find it terribly easy to get on with persons in authority either. In their case coping with mother and father were about equal in difficulty, suggesting that the adolescent was rebelling against the authority figure no matter who it was.

ENGLAND FOURTEEN-YEAR-OLD UPPER-MIDDLE CLASS FEMALES[8]

Aptitude and Achievement

On the Ravens Aptitude test this group had the highest score (52.64) of the fourteen-year-olds (standardized within age group), significantly higher than the fourteen-year-old working boys (46.41). This score was above the mean, like that of fourteen-year-old middle-class boys (51.84).

On the achievement tests they ranked second for Mathematics and first on the Reading test. On the Mathematics test (51.93) they scored significantly higher than either of the working-class groups (boys 47.22; girls 46.65), having like middle-class boys (54.12) a score above the mean.

They also had a significantly higher score (54.20) than either of the working-class groups (boys 46.90; girls 45.32) on the Reading test.

Although they did well on Aptitude and Achievement, their GPA score (48.82) was below the mean and significantly lower than fourteen-year-old middle-class boys (58.55). Their score was in fact much closer to the working-class groups (boys 46.10; girls 46.49).

Peer Behavior Rating Scales

This group ranked first on the Task Achievement item (1.07); but their score was similar to that of middle-class boys (1.04) and working girls (1.04), and there was no significant difference among any of the groups. Scores on the Nonacademic item were also very close together, these girls ranking second (1.00) to working boys (1.02) but scoring the same as working girls (1.00).

They ranked first when it came to dealing with problems in the areas of Authority (1.05) and Interpersonal Relations (1.03); but again all the scores were close together, and there were no significant differences among the groups.

Their score (.99) was about average on the Anxiety item, and they were similar (.97) to working girls (.92) when it came to fighting to get their own way. Their score was below the mean while those of both working-(1.06) and middle-class boys (1.02) were above, but again they were not significantly different from any group on either of these items.

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[8] Their raw score of 49.68 was above the 75th percentile but was some way below the 90th.

In terms of working it out with an angry child they ranked second (1.00), but the range of scores was only .97 - 1.03.

The range for BRS summary scores was also very small (.98 - 1.04), this group ranking first with a score of 1.04.

As far as peers were concerned then, this group seemed to be regarded quite well and certainly better than other groups were regarded by their peers. They ranked first or second on every item except the least desirable one - fighting to get their own way, on which they ranked third.

Self-Behavior Rating Scales

While the peer BRS rating had given this group a rank of one (1.04) out of four groups on Task Achievement, they ranked themselves seventh (1.13) out of eight groups, only working-class girls having a lower score (1.05). Their score was significantly lower than either group of boys (working 1.51; middle 1.54).

They also had a low score (1.19) on Nonacademic Task Achievement as compared to working-(1.54) and middle-class (1.34) boys. And again, they were similar to working girls (1.15).

However, on the Coping with Authority item their score (1.22) was close to that of middle-class boys (1.30), working girls in this instance having a much lower score (1.07).

On the Interpersonal Relations item, it was the middle-class girls who had the low score (1.23); but on the Anxiety item working-(1.07) and middle-class girls (.99) were again similar, seeing themselves as worrying much less than either group of boys (working 1.55; middle 1.34). Middle-class girls had a significantly lower score than working boys (1.55) here.

While rating themselves about average in terms of fighting to get their own way (1.17), they also saw themselves as average compared to the other groups in their ability to work it out with an angry child (1.32).

As might be expected, their BRS summary score (1.19) was almost identical to that of working-class girls (1.18).

Occupational Values

Like fourteen-year-old working girls and middle-class boys, these girls saw pleasant Associates (9.68) as the most desirable trait in choosing a job. They next looked for a job in which they could help other people (9.22), one with Intellectual Stimulation (8.87), and one which would give them Self-Satisfaction (8.42). Like fourteen-year-old working girls they placed Management (4.30) and work like that of their father (3.94) at the bottom of the rankings.

The desire for an Altruistic job (9.22) they shared with ten-year-old middle-class girls (9.24) and were significantly different to either group of fourteen-year-old boys (working 6.53; middle 6.80). And they had a significantly higher score (9.68) than either group of ten-year-old boys (working 7.28; middle 7.79) on pleasant Associates.

They differed significantly from fourteen-year-old middle-class boys on two traits - Variety (7.84; boys 6.13), where they ranked first among the groups, and work like that of their father, where they ranked sixth (3.94), boys ranking third (6.21).

They differed significantly from the same group on two other traits - Economic Returns where, as might be expected, the boys ranked second (8.05) while the girls ranked seventh (6.50), and Aesthetics where all groups had a low score, but the girls (4.83) were significantly higher than the boys (2.80).

They differed significantly (4.30) from ten-year-old middle-class boys (5.57) on Management. This is not a popular value being placed thirteenth or fourteenth by all groups. They also differed (6.07) from these boys (8.19) on Creativity, having a significantly lower score.

Occupational Interest Inventory

This group was the only one which had an Expectation (1.97) that was of a higher status level than its Aspiration (2.03). However, the difference was very slight, indeed, both values being close to the cut off point between upper-middle and lower-middle class occupations.

These girls aspired to a significantly higher status level than either ten-year-old working groups (boys 3.04; girls 2.45) or fourteen-year-old working-class girls (2.87).

On the Expectation question these girls had a significantly higher status than ten-year-old working boys (3.32) or fourteen-year-old working-class girls (3.25).

Like ten-year-old middle-class boys and girls, they aspired to a job with a lower status level than that of their father. In this they were significantly different to working-class girls of both age groups who aspired to jobs of a higher status than their fathers. While their choice was slightly lower in status than that of their parents, the figures were indeed very close, more so for the mother's choice than for the father's.

Educational Aspiration

These girls had almost the same status level as that of middle-class boys, most of the group desiring some form of tertiary education either at college or university.

Social Attitudes Inventory

These girls followed the same pattern as other fourteen-year-old groups with more Active (5.85) than Passive (5.34) Coping responses, more Passive (2.69) than Active (1.79) Defensive responses, and overall a greater number of Coping responses.

They not only ranked seventh for Active Coping responses but also ranked seventh for Passive Coping responses, having a significantly lower score than either ten-year-old working girls (6.68) or ten-year-old middle-class boys (6.37).

They also ranked seventh for Passive Defensive responses but were not significantly different from any other group.

Sentence Completion

On the Aggression item these girls ranked first for both Stance (2.05) and Engagement (1.93) and third for Coping (2.14). They had a significantly higher score than ten-year-old upper-lower boys on Stance and Engagement. Like the other groups their Coping Effectiveness score was below the theoretical mean.

On the Authority items they had an above theoretical mean score for Stance (9.19) but were below it on Engagement (7.24) and Effectiveness (11.30). However, they were not significantly different from any of the groups on any of these dimensions. Like other groups they had a higher score on Negative Affect than for any other area except Interpersonal Relations.

On the Anxiety items their scores were above the theoretical mean for all three dimensions. They ranked sixth for Stance (5.01), Engagement (4.55), and Effectiveness (6.78). They were not significantly different from other groups on any of these dimensions. They showed significantly more Negative Affect (.58) than either ten-year-old upper-lower boys (.32) or fourteen-year-old upper-middle boys (.31).

In the Interpersonal Relations area they ranked second on the Effectiveness dimension (8.67), but this score did not reach the theoretical mean. They were, however, above the theoretical mean for Stance (6.75) and Engagement (6.05).

On the Task Achievement items these girls scored above the theoretical mean on all dimensions but were not significantly different from any other group. They ranked seventh on Stance (7.25, seventh on Engagement (6.17), and seventh also for Effectiveness (10.04). They had a low score for Negative Affect (.32) and showed in fact slightly more Positive Affect on these items (.37). They showed significantly more Positive Affect than ten-year-old upper-lower boys (.16).

Overall their score for Stance ranked them sixth among the groups. However, they were not significantly different from any group and were like all other groups in having a score above the theoretical mean. Thus, disregarding the type of problem, these girls were more ready to confront than to avoid the problem. When it came to taking action to solve the problem, these girls had a score which almost reached the theoretical mean (25.96); and in terms of Coping Effectiveness, they were close to the mean score with 38.91.

Story Completion

These girls scored above the mean Coping Effectiveness scores on seven out of the eight stories. They ranked sixth for overall Coping Effectiveness, but their score was not significantly different from any of the other groups although well above the theoretical mean.

On the story concerning Aggression they ranked second, while on the story dealing with the father as an Authority figure they ranked lowest with a score significantly different from that of ten-year-old upper-lower males.

In contrast to the story dealing with the father, they ranked first on the story dealing with the mother as an Authority figure but were not significantly different from other groups here.

They ranked eighth on the Nonacademic Task Achievement story, scoring significantly lower than fourteen-year-old upper-lower females. They ranked significantly lowest on Stance and sixth on Engagement and Initiation.

They scored significantly highest on Sociability and lowest on Affect associated with the problem, being significantly different from ten-year-old upper-lower males on both dimensions.

Interpretive Comments

These girls seemed to have few problems academically. They did well and were acknowledged as hard workers by their peers. They had a positive picture of themselves, but it was not a highly exaggerated one. It is rather sufficiently positive to give them a degree of self-confidence in tackling any problems they may encounter. Thus they will probably not have too much difficulty in reaching the academic level they would like, and it would be expected that quite a large number would go on to some type of tertiary education.

Just how much use they will make of this education it is at the moment difficult to say. Although both aspiration and expectation were within the upper-middle range they aspired to a job of a very slightly lower status than they expected. This was in keeping with the type of values they preferred when jobs were discussed. Above all else and equally with ten-year-old girls of the same class, they wanted to help other people, e. g. ,to be social workers rather than lawyers. In some instances the job of looking after children was viewed with great favor.

Unlike working girls, these girls did not feel the same great need of a "good" job. They were not seeking a job of higher status than their father's preferring one where altruism was important and one which could give them pleasant associates.

They found it reasonably easy to get on with other people and could cope with aggression in their friends when it did occur. They preferred to discuss matters rather than try and argue it out.

Their confidence in their own abilities carried through into the field of anxiety, for they didn't worry excessively if things went wrong. Presumably they felt they could deal with the situation without too much difficulty.

The only one in which they appeared to have difficulty was that of authority. Their peers rated them fairly proficient in dealing with teachers, but the same ability was not shown when parents were involved - something which might perhaps be expected at this age.

ANOVA OF MEANS:
ENGLAND SAMPLE DIFFERENCES BY AGE, SOCIOECONOMIC STATUS, AND SEX

APTITUDE AND ACHIEVEMENT

Age

There were no systematic age differences, and there were no age interactions with either SES or Sex on the aptitude or achievement tests. However, there were some age interactions for the GPA results. The Age x SES interaction showed that middle-class children (51.38) did better than working-class children (53.68) at both age levels. However, while ten-year-old working boys excelled fourteen-year-old working boys, this trend was reversed for the middle class, fourteen-year-olds doing better than ten-year-olds.

Age x Sex interaction results indicated that while females did better than males at age ten, there was relatively little difference between the groups. However, at age fourteen, males did better than females, having an appreciably higher score.

Socioeconomic Status

Middle-class children did better than working-class children on the Aptitude and Achievement tests. The difference was greatest for the Reading test.

There was also a significant SES x Sex interaction, which indicated that upper-middle males did better than any other group while working males did least well. While working-class females did better than working-class males, this was reversed for the middle class as already indicated with males doing better than females.

Sex

Scores for males and females were significantly different for the GPA only, where males had a higher score than females.

PEER BEHAVIOR RATING SCALES

Interpretive Restrictions

As the ten- and fourteen-year-old children were in different classes and in different schools, the reference populations for the two groups were quite different. Therefore, scores for the two age groups cannot be compared. However, differences within the two age groups can be looked at.

Age

On only two items were there any differences which might be regarded as significant. On item 3 - ability to get along with teachers - working- and middle-class ten-year-olds had almost identical scores (1.02; 1.01). However, at fourteen, middle-class children (1.05) found it easier to cope with authority figures than did working-class children (.98). Sex also seemed to have some influence here. At age ten boys (.92) had a much lower score than girls (1.11), but by fourteen they had come closer together (boys .99; girls 1.04).

On the Task Achievement item boys were some way below girls at age ten (.95; 1.09). However, at age fourteen the difference was not as great (.99; 1.05).

Socioeconomic Status

The first significant class difference that occurred was on item 1 Academic Task Achievement. Here the middle-class children were rated as working harder at their lessons (1.05) than working-class children (.99).

However, the position was reversed for Nonacademic Achievement where working-class children were seen as doing better (1.02) than middle-class children (.97).

This working-class group also was ranked better at working it out with an angry child. The scores here were 1.00 for working and .98 for middle-class children.

When interaction effects were looked at, results seemed to support already held views. Thus on item 6 - fighting to get your own way - boys were rated higher than girls regardless of class. At the same time working-class boys (1.07) fought harder than middle-class boys (1.00).

On item 7 - working it out with an angry child - the results were not quite so predictable. It seemed that while girls of either class were about equally proficient in this area, it was the working-class boys (1.03) who showed the greatest ability. Middle-class boys came fourth (.97).

Sex

It seemed that the important variable was Sex, for five of the seven items had significant differences. Females worked harder in school (1.07; .97), coped better with authority figures (1.07; .96), and got along better with their peers (1.03; .99).

Boys, however, worried less (.96; 1.02) and fought harder to get their own way (.94; 1.04).

SELF-BEHAVIOR RATING SCALES

Interpretive Restrictions

As with the Peer BRS the reference populations for the two age groups were quite different so that scores cannot be compared. However as before, differences within the two age groups can be looked at.

Age

Perhaps the most interesting trend here was the consistent way in which ten-year-olds gave themselves higher scores than fourteen-year-olds gave themselves. In other words although both groups saw themselves as doing better on each item than their peers assessed them as doing; ten-year-olds always inflated their scores more than fourteen-year-olds.

On the Academic Achievement item boys at both age groups had a high opinion of themselves. Girls gave a similar response at ten, but at fourteen their opinion of themselves dropped down to a surprisingly low point (1.09) for a self-evaluation.

While at ten both working (1.58) and middle children (1.51) saw themselves as doing equally well at Nonacademic Tasks, at age fourteen working-class children had a higher score (1.35; 1.26).

When it came to coping with authority, increased age brought a reversal of scores. Ten-year-old females (1.45) rated higher than males (1.32), but at fourteen it was the males who thought they coped better (1.14; 1.33).

At age ten the working-class children saw themselves as fighting to get their own way (1.11; .93), but at fourteen it was the middle-class who rated themselves higher (1.06; 1.22).

Socioeconomic Status

There was only one significant class difference, on what might be considered an unexpected item - Anxiety. Working-class children saw themselves as worrying less (1.22) when things went wrong than middle-class children (1.36).

Sex

Males rated themselves significantly higher than females on all except one item- Authority - where there was no significant difference.

Thus they saw themselves as working harder in school, getting along better with peers, doing better at nonacademic tasks, worrying less if things went wrong, fighting harder to get their own way, and coping better with an aggressive child.

One could hypothesize here that either boys were overconfident or girls had less confidence. The latter might be taken as being more generally true, as on the Peer BRS girls were rated above boys on three of the items and had a summary score (1.04) significantly greater than that of the boys (.98).

OCCUPATIONAL VALUES

Age

Of the fifteen occupational values only four did not have significant age differences. These were Aesthetics, Self-Satisfaction, pleasant Surroundings, and Variety. The eleven with significant differences were divided into six values where ten-year-old means were greater than fourteen-year-old and five where the reverse was found. It is interesting to note that four out of the group of six values can be classified as Intrinsic and four out of the five in the fourteen-year-old group can be classified as Extrinsic. Those values where ten-year-old scores were greater were Altruism (I), Management (I), Intellectual Stimulation (I), Creativity (I), Prestige (E), and a job like that of their father (E).

Those values where fourteen-year-old scores were greater were Independence (I), Success (E), Security (E), Economic Returns (E), and pleasant Associates (E).

The fact that one age group had a significantly higher mean on a certain value than another age group did not, of course, mean that it would place this value near the top of its rankings as a desirable trait to look for in choosing a job. For instance, ten-year-olds (5.38) were significantly different from fourteen-year-olds (4.56) on Management, but the younger group ranked it fourteenth while fourteen-year-olds ranked it thirteenth.

There was only one significant Age x SES interaction - this was for the value of Prestige. It was clear that ten-year-old working-class children saw this value as more important than fourteen-year-olds of the same class or middle-class children of either age group whose scores were very similar.

Age x Sex interactions occurred in three values - Altruism, Management, and Security. Fourteen-year-old males were least interested in the value of Altruism while girls of both ages had high mean values.

Socioeconomic Status

Only five values were significantly different in terms of class; in three - Success, Security, and Economic Returns - working-class children had a higher mean, and in two - pleasant Associates and work like that of their father - the reverse held true. All these values were classified as extrinsic.

Working-class children placed Security first and middle-class children fifth. However, while working-class children ranked Success fifth and Economic Returns seventh, the middle class gave them similar rankings of sixth and eighth.

While middle-class children had a higher mean for work like that of their father they ranked this value thirteenth, and working-class children ranked it fourteenth. The rankings for pleasant Associates were just as close, first for middle class and second for working class.

There were also five significant interactions with Sex, two of them on the same values as above, pleasant Associates and work like that of their father; and the others were Aesthetics, Management, and pleasant Surroundings. Female groups gave pleasant Associates high mean values that were almost identical while working boys had the lowest mean.

For work like that of their father, the means very clearly indicated that boys gave this an appreciably greater value than girls, working girls in particular having a low mean here as might be expected when the type of job done by a working-class father was looked at in detail, e. g., plumber.

The reverse held true for Aesthetics where both groups of girls had higher scores than boys, middle-class boys having the lowest mean.

For Management, the only mean that was appreciably higher was that for middle-class boys, the other three groups all having fairly similar values.

These groups also had similar means on the value of pleasant Surroundings, but in this case it was working females who had the appreciably higher mean.

Sex

As with Age, only four of the fifteen occupational values did not have significant Sex differences. These were Independence, Management, Success, and Security.

Of the remainder there were seven where females had higher scores than males and four where male means were greater.

Of the seven values in the first group, five - Altruism, Aesthetics, Self-Satisfaction, Intellectual Stimulation, and Variety - were intrinsic and only two, pleasant Associates and Surroundings, were extrinsic.

Of the four values in the second group, three - Prestige, Economic Returns, and work like that of their father - were extrinsic; and only one - Creativity - was intrinsic.

Males ranked Economic Returns fourth, Creativity seventh, Prestige tenth, and work like that of their father twelfth, while the girls ranked them eleventh, tenth, twelfth, and fifteenth respectively.

The same pattern occurred for the seven value group where the male rankings were below the female for each value as follows - Associates (female 1, male 2); Altruism (2, 8); Intellectual Stimulation (3,3); Self-Satisfaction (4, 6); Variety (7, 11); Surroundings (8, 13); and Aesthetics (13, 15).

OCCUPATIONAL INTEREST INVENTORY

Age

It must be remembered that a high score on this instrument refers to a low occupational status so that a significant age difference where ten year-old scores are greater than fourteen-year-old scores means that the older group had a higher status in mind.

For both Aspiration and Expectation this situation occurred. However, although fourteen-year-olds aspired to and expected jobs of a higher status than ten-year-olds, both age groups had scores that placed the job in the lower-middle class area.

The discrepancy between Aspiration and Expectation was significantly greater for ten-year-olds, indicating that this age group was not so realistic as the fourteen-year-olds whose Aspiration and Expectation were fairly similar.

However, when it came to the discrepancy between child's aspiration and the actual status of the father's job, it was the fourteen-year-olds who had the greater discrepancy although both groups aspired to jobs of a higher status level than that of their father.

There was only one Age x SES interaction, and this came on the discrepancy between child's aspiration and father's aspiration for the child. This indicated that with ten-year-old working class children the aspiration was less than the father's, whereas ten-year-old middle-class children aspired to almost exactly the same status level as their fathers wished. However, at the fourteen-year-old level working-class children aspired to a status level only slightly in excess of their fathers'while middle-class children aspired to a job of a lower status.

However, it should be pointed out that although this interaction was significant, none of the scores were more than .16 away from complete agreement.

On the Age x Sex interaction three variables were significant, the one discussed above, the discrepancy between child's and mother's aspirations, and the aspiration and expectation in discrepancy.

On the first variable ten-year-old males and fourteen-year-old females aspired to jobs of a lower status while ten-year-old females and fourteen-year-old males aspired to jobs of a slightly higher status. Again, the scores indicated almost complete agreement.

On the second variable only one group - ten-year-old females - had a higher aspiration than their mother, the other three aspiring to jobs of a lower status, ten-year-old males having the greatest discrepancy.

Three of the groups gave the expected result of having an aspiration greater than their expectation. Fourteen-year-old females, however, had an aspiration slightly lower than their expectation.

Socioeconomic Status

On both Aspiration and Expectation working-class children had higher scores, indicating that their aspirations and expectations were of a lower status level than those of middle-class children. Middle-class children chose upper-middle class jobs while working-class children chose lower-middle class jobs. This choice was emphasized by the fact that there was a wide discrepancy between the aspiration of these children and the status of their father's job. Middle-class children, on the other hand, had an aspiration slightly lower in status than the status of their father's job.

There were significant interactions between class and sex on all aspects of this instrument. What is clearly apparent is that the female groups of either class differed very little from each other either on aspiration or expectation. There was, however, a clear difference between the male groups, this difference being slightly greater for Expectation; middle-class boys in both cases choosing jobs of a higher status level.

The discrepancy between child's aspiration and father's occupation showed a clear class split. Working-class children, regardless of sex, had an aspiration of higher status while middle-class children had a lower aspirational status than that of their father's job.

Middle-class boys and working-class girls aspired to jobs of a lower status than either their father or mother wished for them, while working-class boys and middle-class girls showed the opposite trend. However, it would be true to say that no score was greatly different from what would be obtained if agreement were perfect.

Sex

Boys aimed for a job of lower status (2.57) than did girls (2.35) although the status level of both jobs came within the lower-middle class range. The discrepancy between Aspiration and Expectation was greater for boys (6.22) than for girls (6.11).

EDUCATIONAL ASPIRATION

Age

There was no significant age difference, but there was a significant interaction between age and class. Working-class children at both age levels had a lower Aspiration, aiming somewhere near 'O' levels. Middle-class children, on the other hand, aimed at 'A' levels while fourteen-year-olds were thinking of some type of tertiary education.

Socioeconomic Status

The difference discussed above became more apparent when the general class difference was examined. Working-class children were aiming slightly higher than 'O' levels while middle-class children were content with 'A' levels and some with a slightly higher level.

Sex

There were no Sex effects.

SOCIAL ATTITUDES INVENTORY

Age

When type of coping was looked at, it seemed that ten-year-old children (6.37) gave significantly more Passive responses than did fourteen-year-old children (5.54).

This greater passivity of ten-year-olds also appeared in the type of Defensive responses that were given. Ten-year-olds gave significantly more Passive (3.15) and significantly less Active (1.88) responses than fourteen-year-olds (Passive 2.75; Active 2.16).

Socioeconomic Status

Class made a significant difference for only one type of response, that of Passive coping. Working-class children gave significantly more Passive responses (6.11) than did middle-class children (5.79); and when the interaction effects were looked at, it was seen where this emphasis on Passive response occurred. Middle-class males (5.80) and females (5.78) and working-class males (5.87) had a similar score. It was the working-class girls who had the high score on this item (6.36).

Sex

It became clear that males were more active than females as, regardless of whether the response was a coping or defensive one, they gave significantly more of this type than did females. And as might be expected, females (3.09) gave significantly more Passive Defensive responses than did males (2.82).

SENTENCE COMPLETION

Age

While neither age group could be said to have been successful in coping with Aggression in that scores on none of the dimensions reached the theoretical mean, there was a significant difference between them; fourteen-year-old children scored higher on Confrontation and Coping Effectiveness than ten-year-old children. It is interesting to note that, while at age ten it was the females who expressed more negative emotion, by age fourteen the females had learned more control; and it was the fourteen-year-old boys who were most likely to express negative emotion. As might be expected from this the fourteen-year-old girls had the highest score on Neutral Affect.

Ten-year-old children had a significantly better attitude to Authority and were also more ready to engage in attempts to solve problems that might occur in this area. They also expressed significantly more Positive Affect than fourteen-year-old children, but both figures were very small.

Significant interaction effects occurred on Stance for Age x SES, which indicated that whereas at age ten upper-middle class children were more ready to confront the problem, by age fourteen the groups were almost equally ready to do so.

The only Age x Sex interactions occurred in Negative and Neutral categories where ten-year-old and fourteen-year-old females expressed Negative Affect to a greater degree than either ten-year-old and fourteen-year-old males. As would be expected from this, ten-year-old and fourteen-year-old males had higher scores for Neutral Affect.

There were no general Age differences for Anxiety nor were any of the interactions significant.

While ten-year-old children certainly had a significantly better attitude towards Interpersonal Relations than fourteen-year-old children, their approach to problem solving and the effectiveness of their actions were not as good as those of fourteen-year-olds. For the three dimensions of Stance, Engagement, and Effectiveness fourteen-year-olds had a significantly higher score.

Ten-year-olds also showed a more positive attitude towards Task Achievement, but there were no other significant differences in this area, nor any significant interactions.

Overall there was only one significant Age difference; ten-year-olds had a higher and therefore more positive score on Attitude. The only significant interaction effect occurred on the Affect categories where ten- and fourteen-year-old females showed more Negative Affect with the reverse being true for Neutral Affect.

Socioeconomic Status

While neither class grouping had scores that reached the theoretical mean on any of the dimensions, upper-middle class children were more ready to confront and engage in the solution of an Aggression problem than were upper-lower class children. There was no significant difference on Coping Effectiveness.

As in the Aggression area, upper-middle class children had significantly higher scores on Stance and Engagement in the area of Authority but showed more Negative Affect than upper-lower class children in dealing with the problem.

In the Anxiety area there were no general class differences and no significant interactions with Sex.

In the Interpersonal Relations area, upper-lower class males scored well below the other groups, upper-lower class females having by far the most effective solutions. Not surprisingly these upper-lower class girls expressed less Negative Affect and were more likely to solve the problem without expressing emotion of any kind than were the other three groups.

There were no general class differences for Task Achievement, but there was one interaction with Sex on the Stance dimension, where upper-lower class boys were least ready to face up to the problem.

Overall results indicated that upper-middle class children were more ready to confront, engage, and cope with problems and displayed more Positive Affect while doing so.

When interaction effects were looked at, it was the upper-middle males who scored highest on the Coping Effectiveness dimension and the upper-lower males who scored lowest. The two female groups were almost equal. With regard to Negative Affect, females expressed more than males regardless of social class with upper-middle class females expressing a great deal more than anyone else.

Sex

Females were more ready than males to face up to Aggression problems, and they were also more ready to engage in solution. After that, however, Sex did not play an important part in whether the problem was coped with effectively or not.

Females were also more ready to face up to Authority problems than males and had a more positive attitude towards Authority. In spite of this they displayed significantly more Negative Affect than males in the actual solution of the problem.

A difference in problem solving effectiveness became apparent in the area of Anxiety where males seemed able to both confront and solve problems more effectively. However, in the Interpersonal Relations area the opposite occurred where females coped significantly more effectively than males even though males were more ready to face up to the problem in the first place.

The only significant difference for Task Achievement came on Attitude; females had a higher and therefore more positive score.

Overall the only significant difference that occurred was on Affect; females showed both more Positive and more Negative Affect in trying to solve problems.

STORY COMPLETION

Age

Ten-year-olds had a significantly higher Coping Effectiveness score on two stories - one dealing with the father as an Authority figure and the Interpersonal Relations story dealing with making an approach to a group. Although they did better than fourteen-year-olds, neither group reached the theoretical mean for the Authority story.

Fourteen-year-olds coped better than ten-year-olds on the Aggression story.

Overall there were two significant differences, on Affect Tone and on Stance. On both these dimensions ten-year-olds had a higher score. Ten-year-olds also scored significantly higher on Attitude towards Authority and were more concerned with Sociability than were fourteen-year-olds.

There was one significant interaction with class on Story Ten, where at age ten it was the upper-lower class children who coped better, while the position was reversed at the fourteen-year-old level. The same situation applied in Attitude towards Authority.

There were three significant interactions with Sex, one on the Anxiety story, where ten-year-old males coped better than ten-year-old females, but at fourteen the scores were reversed, females coping better than males.

The second interaction with Sex came on Story Eight dealing with Aggression, females showing more ability to cope with the problem at both age ten and age fourteen.

The third interaction came on the Persistence dimension where ten-year-old males showed more persistence than females, the trend being reversed at age fourteen.

Socioeconomic Status

Only one story showed a significant class difference - Story Six - which dealt with Nonacademic Task Achievement. Lower-class children coped better than middle-class children in this area.

Overall, upper-lower class children showed more Affect and had a higher score on Stance, while upper-middle class children obtained a higher score on Sociability defined as the amount of concern shown about Interpersonal Relations in Story One.

There were three significant interactions with Sex on individual stories. On Story Eight dealing with Aggression females coped better than males regardless of social class, while on the story dealing with Nonacademic Task Achievement, upper-lower females did better than their male counterparts; but upper-middle males scored higher than upper-middle females. On the Interpersonal Relations story upper-lower males coped better than lower-middle females, but upper-middle males did not do as well as upper-middle females.

There was also a significant interaction on Total Coping Effectiveness with upper-lower females scoring higher than upper-lower males, the trend being reversed for middle-class children. The same results were obtained for the overall Engagement dimension.

Sex

Males were better able to cope with the father as an Authority figure, and also coped better with the Anxiety problem presented in Story Five. Girls coped better in the Aggression area and showed more concern with Sociability. Males had a better Attitude towards Authority. They also showed more Affect overall in the face of the problem.

SUMMARY AND INTERPRETATION

Age

The amount of difference between scores on Aptitude for working- and middle-class children became greater with age. Thus not only did working-class scores decrease, but middle-class scores increased. It might be that one factor influencing this was type of school. 66% of the fourteen-year-old working-class children were at secondary modern school, that is at age eleven they had been classified as not suitable for grammar school education. Could this have effected their results to some extent? Or if suitable for grammar school education there were insufficient places for them. The number in this category would have been small.

There was some evidence from these studies that for some children decrement occurred not only in secondary modern schools but also in lower streams in grammar schools.

One rather surprising finding was that while at age ten boys were superior to girls, at age fourteen girls were superior to boys. This was not what would have been expected, and for Achievement boys did better than girls at age fourteen.

While clearly BRS scores could not be compared across age groups for significant differences, there were two trends. The first of these was the almost identical nature of the scores for both age groups on the peer BRS. The second was the much higher self-evaluation by ten-year-olds. Fourteen-year-olds had perhaps a more realistic understanding of their own attainments. The size of the scores did not suggest lack of confidence, as they were significantly greater than any given by peers.

The only score which might have suggested lack of confidence was the fourteen-year-old girls' self-evaluation with regard to getting along well with teachers. Perhaps girls of this age were more prone to more intense feelings with regard to teachers, disliking some intensely and allowing this to color their picture of teachers in general. On the other hand, they were also subject to positive feelings which could have made them regard teachers in a different way. So some other explanation might be needed to explain this. It might be that a number of these girls were shortly to leave school and hence regarded teachers rather as a hindrance in their present situation.

The fourteen-year-olds certainly valued independence in working conditions more than did ten-year-olds. The interesting thing about their choice of values, however, was that it was the same for the first six for both age groups. The ranking was different, but it seemed that regardless of age these were the values that mattered most.

As might have been expected the gap between aspiration and expectation level for jobs was less for fourteen-year-olds, suggesting as did the BRS scores that fourteen-year-olds had a more realistic approach.

They were certainly more active in their approach to problem solving though in some ways it was not surprising that ten-year-olds were labelled more passive. There were some situations in which a ten-year-old might have found that the best way to cope with a situation was to ask for help or wait for someone else to solve the problem for him.

On the whole fourteen-year-olds must be designated as better copers, particularly in the areas of IPR and Aggression. This was what would be expected, in that a learning situation had occurred. Fourteen-year-olds were more ready to discuss a problem, less ready to meet force with force, and they expressed a great deal of Negative Affect. They were in fact learning to control too much outward display of feeling and in this way were fitting better into an accepted English pattern of behavior.

Socioeconomic Status

While the academic ability of middle-class children was clearly shown, working-class children compensated for this in Nonacademic Task Achievement as shown by the evaluation of their peers or by self-evaluation. This was supported by a number of actual examples, for instance, the boys of a secondary modern school who had been boxing and football champions of the area for a number of years, although their actual academic achievement was at a low level.

Considering the difference in type of achievement between the two groups, it might have been expected that they would have found different values important in choosing a job; but this was true to only a limited extent. The first six values for both groups, although ranked in different order, were identical. Thus Security came first for the lower class and fifth for the middle class. Altruism was sixth for the working class and third for the middle class. Looking more closely at these six values, it seemed that Success and Security mattered more to the working class while pleasant Associates were more important for middle-class children.

Middle-class children were more inclined also to follow their father's occupation, this tying in with the occupation they aspired to, which was very close to their father's occupation in status. Working-class children, however, were seeking jobs of a higher status than their fathers.

FIGURE 1

ENGLAND - STAGE I

GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	1	2	3	4	5	6	7	8	9	10	11	12
ENGLAND	RAVEN	MATH	READING	GPA	PEER BRS							
					#1 Task Ach. Academic	#2 Task Ach. Non-Academic	#3 Authority	#4 IPR Peers	#5 Not Upset	#6 Sel. Assertion	#7 Cope Aggression	Summary Score
10 UL M	7(-)47.89	7(-)47.13	7(-)46.34	47.77	8(-) .94	1.04	7(-) .93	.98	1.04	1(+) 1.08	1.03	.97
F	48.63	48.07	5(-)47.73	49.44	1.04	1.00	2(+) 1.11	1.04	.95	.94	.97	1.05
UM M	1(+)52.78	51.38	4(+)52.66	50.31	.95	.95	8(-) .92	.97	1.01	.98	.97	8(-) .94
F	50.88	2(+)53.47	3(+)53.21	2(+)52.46	1(+) 1.13	.97	1(+) 1.11	1.04	8(-) .94	7(-) .94	.98	1(+) 1.06
14 UL M	8(-)46.41	6(-)47.22	6(-)46.90	8(-)46.10	.95	1.02	.94	1.00	1(+) 1.07	2(+) 1.06	1.02	.98
F	49.10	8(-)46.65	8(-)45.32	7(-)46.49	1.04	.99	1.03	1.01	.97	8(-) .92	1.00	1.02
UM M	51.84	1(+)54.12	2(+)53.62	1(+)58.55	1.04	.96	1.04	.99	.97	1.02	.97	1.01
F	2(+)52.64	3(+)51.93	1(+)54.20	48.82	1.07	1.00	1.05	1.03	.99	.97	1.00	1.04
AGE												
SES	L< M	L< M	L< M	L< M	L< M	L>M					L >M	
SEX				M >F	M< F		M< F	M< F	M >F	M >F		M< F
AGE-SES				10L< 10M 14L≪14M								
AGE-SEX		10M < 10F 14M >14F		10M< 10F 14M >14F			10M ≪10F 14M < 14F					
SES-SEX				LM< LF MM >MF					LM ≫LF MM >MF	LM≫LF MM >MF	LM >LF MM< MF	

VARIABLES	13	14	15	16	17	18	19	20
ENGLAND	SELF-RATING BRS							
	#1 Task Ach. Academic	#2 Task Ach. Non-Academic	#3 Authority	#4 IPR Peers	#5 Not Upset	#6 Self Assertion	#7 Cope Aggression	SUMMARY Score
10 UL M	1.49	1(+) 1.71	1.31	1.63	2(+) 1.49	1(+) 1.29	1(+) 1.61	1(+) 1.53
F	1.50	1.44	1(+) 1.46	1.53	1.32	.94	1.51	1.48
UM M	2(+) 1.51	2(+) 1.63	1.34	1(+) 1.65	1.43	1.02	1.53	2(+) 1.53
F	1.28	1.39	1.44	1.47	1.14	8(-) .84	1.31	1.39
14 UL M	1.51	1.54	1.37	1.56	1(+) 1.55	1.18	1.47	1.49
F	8(-) 1.05	8(-) 1.15	8(-) 1.07	1.45	7(-) 1.07	.95	8(-) 1.29	8(-) 1.18
UM M	1(+) 1.54	1.34	1.30	1.48	1.34	1.28	1.34	1.41
F	7(-) 1.13	7(-) 1.19	1.22	8(-) 1.23	8(-) .99	1.17	1.32	7(-) 1.19
AGE	10 >14	10 >14	10 >14	10 >14	10 >14	10< 14	10 >14	10 >14
SES					L >M			
SEX	M >F	M >F		M >F	M >F	M >F	M >F	M >F
AGE-SES						10L >10M 14L< 14M		
AGE-SEX	10M >10F 14M≫14F		10M< 10F 14M >14F					10M >10F 14M >14F
SES-SEX								

FIGURE 1
ENGLAND - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	21	22	23	24	25	26	27	28	29
ENGLAND	OCCUPATIONAL VALUES								
	Altruism	Esthetics	Independence	Management	Success and Accomplishment	Self-Satisfaction	Intellectual Stimulation	Creativity	Security
10 UL M	6(-) 7.37	2.95	8(-) 5.85	5.01	7.68	7.81	8.39	1(+) 8.42	8.58
F	3 +) 9.01	3.83	7(-) 6.18	1(+) 5.91	7.64	8.78	2(+) 9.20	6.25	8.88
UM M	8.25	2.81	6.45	2(+) 5.57	7(-) 7.23	8.01	8.51	2(+) 8.19	7(-) 7.67
F	1(+) 9.24	4.35	6.51	5.02	8(-) 6.67	8.91	1(+) 9.31	6.29	8.54
14 UL M	8(-) 6.53	3.72	2(+) 7.76	4.71	1(+) 8.64	8(-) 7.69	7(-) 7.81	7.26	2(+) 9.42
F	8.[illegible]	4.23	7.34	8(-) 3.97	2(+) 8.57	1(+) 9.02	7.98	8(-) 5.40	1(+) 9.55
UM M	7(-) 6.80	8(-) 2.78	7.48	5.26	7.96	7.96	8(-) 7.69	6.91	9.38
F	2(+) 9.22	1(+) 4.83	1(+) 7.86	7(-) 4.30	7.59	8.42	8.87	7(-) 6.07	8(-) 7.46
AGE	10 >14		10 < 14	10 >14	10 < 14		10 >14	10 >14	10 < 14
SES					L >M				L >M
SEX	M< F	M< F				M< F	M< F	M >F	
AGE-SES									
AGE-SEX	10M < 10F 14M ≪14F			10M< 10F 14M >14F					10M < 10F 14M >14F
SES-SEX				LM< LF MM >MF					

VARIABLES	30	31	32	33	34	35	36	37
ENGLAND	OCCUPATIONAL VALUES (Continued)							
	Prestige	Economic Returns	Surroundings	Associates	Variety	Follow Father	Intrinsic OV Score	Extrinsic OV Score
10 UL M	1(+) 7.64	7.60	6.27	8(-) 7.28	6.81	2(+) 7.34	6(-) 6.58	3(+) 7.48
F	7.06	6.89	7.04	6(-) 8.05	2(+) 7.53	7(-) 2.75	2(+) 7.09	6(-) 6.90
UM M	6.36	7.68	6.47	7(-) 7.79	7(-) 6.39	1(+) 7.62	6.77	7.26
F	6.43	8(-) 5.90	6.79	8.49	7.16	5.36	3(+) 7.03	7(-) 6.81
14 UL M	6.68	1(+) 8.90	8(-) 6.02	8.23	6.85	4.78	7(-) 6.54	2(+) 7.52
F	8(-) 5.70	7.07	1(+) 7.71	1(+)10.13	7.45	8(-) 2.04	6.78	7.25
UM M	6.69	2(+) 8.05	6.07	3(+) 9.63	8(-) 6.13	3(+) 6.21	8(-) 6.38	1(+) 7.71
F	5.98	7(-) 6.50	6.44	2(+) 9.68	1(+) 7.84	6(-) 3.94	1(+) 7.18	8(-) 6.80
AGE	10 >14	10< 14		10< 14		10 >14	10 >14	10 < 14
SES		L >M		L< M		L< M		
SEX	M >F	M >F	M< F	M< F	M< F	M >F	M< F	M >F
AGE-SES	10L >10M 14L< 14M							
AGE-SEX								
SES-SEX			LM< LF MM< MF	LM≪LF MM< MF		LM≫LF MM >MF		

FIGURE 1
ENGLAND - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	38 *	39*	40	41	42	43	109 *	44	45	46	47
ENGLAND	OCCUPATIONAL INTEREST INVENTORY							SOCIAL ATTITUDES INVENTORY TOTALS			
	Child Aspiration	Expectation	Expectation-Aspiration	Father Occ. -Aspiration	Father Asp. -Aspiration	Mother Asp. -Aspiration	Child Edu. Aspiration	Active Coping	Passive Coping	Active Defensive	Passive Defensive
10 UL M	1(+) 3.04	1(+) 3.32	6.25	4(+) 6.95	5.93	5.90	3.06	6.13	6.20	2.36	3.12
F	3(+) 2.45	3(+) 2.61	6.19	2(+) 7.55	5.87	5.94	1(+) 3.40	5.95	1(+) 6.68	1.74	1(+) 3.43
UM M	7(-) 1.91	6(-) 2.02	6.17	6(-) 5.73	5.83	8(-) 5.70	2.62	6.19	2(+) 6.37	1.90	2.86
F	2.06	2.38	6.27	8(-) 5.48	2(+) 6.18	1(+) 6.16	6(-) 2.43	5.65	6.22	8(-) 1.52	3.18
14 UL M	2(+) 2.87	2(+) 3.25	1(+) 6.34	3(+) 7.24	1(+) 6.27	6.15	2(+) 3.38	6.27	5.54	1(+) 2.56	8(-) 2.50
F	2.44	2.45	6.03	1(+) 7.70	7(-) 5.78	5.95	3(+) 3.34	[illegible]	6.03	1.76	3.06
UM M	8(-) 1.61	8(-) 1.69	6.13	5(-) 6.06	8(-) 5.77	5.84	8(-) 2.18	6.03	8(-) 5.24	2.51	2.79
F	6(-) 2.03	7(-) 1.97	8(-) 5.94	7(-) 5.61	5.90	5.95	7(-) 2.19	5.85	7(-) 5.34	1.79	2.69
AGE	10 > 14	10 > 14	10 > 14	10 < 14					10 > 14	10 < 14	10 > 14
SES	L > M	L > M		L > M			L > M		L > M		
SEX		M > F	M > F					M > F		M > F	M < F
AGE-SES					10L < 10M 14L > 14M		10L > 10M 14L > 14M				
AGE-SEX			10M < 10F 14M > 14F		10M < 10F 14M > 14F	10M < 10F 14M > 14F					
SES-SEX	LM > LF MM < MF	LM > LF MM < MF		LM < LF MM > MF	LM > LF MM < MF	LM > LF MM < MF			LM < LF MM > MF		

*England did not reverse the signs. It should be recalled that the lower scores refer to the higher aspiration and expectation levels, and vice versa.

VARIABLES	48	49	50	51	52	53	54	55	56	57	58	59
ENGLAND	SENTENCE COMPLETION SCALES											
	AGGRESSION					AUTHORITY						
	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Attitude	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Frequency Affect Positive
10 UL M	8(-) 1.79	8(-) 1.69	1.90	.71	.29	6.80	8(-) 8.62	7.41	11.24	8(-) 1.05	1(+) 2.95	0.00
F	1.85	1.79	8(-) 1.84	1(+) .73	8(-) .27	1(+) 7.43	8.87	7.35	11.38	1.37	2.59	.04
UM M	1.91	1.74	2.18	.61	.39	6.72	9.14	1(+) 7.61	11.69	1.22	2.73	.05
F	1.96	2(+) 1.88	2.00	.71	.29	2(+) 7.16	1(+) 9.41	7.43	11.43	1(+) 1.71	8(-) 2.25	.04
14 UL M	1.87	7(-) 1.70	2.02	.72	.28	8(-) 5.76	8.81	7.22	11.06	1.25	2.75	0.00
F	1(+) 2.05	1.87	1(+) 2.42	8(-) .49	1(+) .51	6.40	9.09	8(-) 7.13	11.53	1.21	2.78	.01
UM M	1.98	1.79	2.13	.68	.32	7(-) 6.05	9.08	7.43	11.31	1.21	2.78	.01
F	2.05	1(+) 1.93	2.14	.65	.35	6.81	9.19	7.24	11.30	1.49	2.49	.02
AGE	10 < 14		10 < 14			10 > 14		10 > 14				10 > 14
SES	L < M	L < M					L < M	L < M		L < M	L > M	
SEX	M < F	M < F				M < F	M < F			M < F	M > F	
AGE-SES			10L < 10M 14L > 14M			10L > 10M 14L < 14M	10L < 10M 14L < 14M					
AGE-SEX			10M > 10F 14M < 14F	10M < 10F 14M > 14F	10M > 10F 14M < 14F					10M << 10F 14M < 14F	10M > 10F 14M > 14F	
SES-SEX				LM > LF MM < MF	LM < LF MM > MF							

FIGURE 1
ENGLAND - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	60	61	62	63	64	65	66	67	68	69	70	71
ENGLAND	SENTENCE COMPLETION SCALES (Continued)											
	ANXIETY					INTERPERSONAL RELATIONS						
	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Attitude	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Frequency Affect Positive
10 UL M	5.25	4.79	7.36	7(-) .32	2(+) 1.68	3(+) 9.91	6.92	8(-) 5.92	8(-) 7.45	1.41	1.58	.01
F	4.94	4.49	6.69	.52	1.48	2(+) 9.95	8(-) 6.53	6.06	8.46	1.28	1.72	0.00
UM M	5.24	4.64	7.38	.35	1.65	9.66	6.89	6.09	8.07	1.41	1.59	0.00
F	5.11	4.63	7.13	.55	1.45	1(+)10.08	7(-) 6.56	6.02	8.21	1(+) 1.55	8(-) 1.44	.01
14 UL M	5.22	4.67	7.25	.37	1.63	8(-) 8.59	1(+) 7.17	6.27	7.78	1.49	1.51	0.00
F	8(-) 4.89	4.45	8(-) 6.39	1(+) .60	8(-) 1.40	9.41	6.89	6.14	1(+) 8.81	8(-) 1.14	1(+) 1.86	0.00
UM M	1(+) 5.32	4.76	1(+) 7.53	8(-) .31	1(+) 1.69	7(-) 8.73	2(+) 7.14	1(+) 6.39	8.41	1.31	1.69	0.00
F	5.01	4.55	6.78	2(+) .58	7(-) 1.42	6(-) 9.04	6.75	6.05	8.67	1.36	1.64	0.00
AGE						10 >14	10< 14	10< 14	10< 14			
SES												
SEX	M >F	M >F	M >F	M< F	M >F	M< F	M >F		M< F			
AGE-SES												
AGE-SEX								10M< 10F 14M >14F				
SES-SEX									LM< LF MM< MF	LM > LF MM< MF	LM< LF MM > MF	

VARIABLES	72	73	74	75	76	77	78
ENGLAND	SENTENCE COMPLETION SCALES (Continued)						
	TASK ACHIEVEMENT						
	Attitude	Stance	Engagement	Coping	Frequency Affect Negative	Frequency Affect Neutral	Frequency Affect Positive
10 UL M	3(+) 6.30	7.39	6.27	10.06	.36	2.48	8(-) .16
F	2(+) 6.80	7.57	6.21	10.18	.42	2.26	.32
UM M	6.21	7.65	6.42	10.52	.25	2.48	.27
F	1(+) 6.95	7.47	6.27	10.17	.37	2.36	.27
14 UL M	8(-) 5.26	7.18	5.91	9.82	.31	2.43	.26
F	7(-) 5.46	7.33	6.18	10.12	.33	2.39	.28
UM M	6(-) 5.47	7.59	6.29	10.55	.27	2.41	.32
F	5.82	7.25	6.17	10.04	.32	2.31	1(+) .37
AGE	10 >14						
SES							
SEX	M< F					M >F	
AGE-SES							
AGE-SEX							
SES-SEX		LM< LF MM > MF					

FIGURE 1
ENGLAND - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	79	80	81	82	83	99	100	84	85	86	87	88
ENGLAND	SENTENCE COMPLETION SCALES (Continued)											
	TOTAL SCORES											
	Attitude	Stance	Engagement	Coping	Affect Neg.	Affect Neu.	Affect Pos.	Sentence 37 & 14 Self-Image	Sentence 2 & 22 Inter-action	Sentence 2 and 37 Mother	Sentence 22 and 14 Father	Real/Fantasy Achievement Discrepancy
10 UL M	3(+)22.97	29.83	25.95	37.84	3.85	1(+) 8.98	8(-) .17	5.29	1(+) 5.17	5.68	1(+) 4.78	7(-)-2.46
F	1(+)24.24	8(-)29.78	25.91	38.59	4.32	8.32	.36	8(-) 5.17	2(+) 5.05	5.59	4.73	-1.96
UM M	22.57	30.81	26.48	39.75	3.84	8.84	.32	5.23	4.95	5.62	4.62	1.52
F	2(+)24.19	30.46	26.15	38.88	1(+) 4.89	8(-) 7.79	.32	5.19	4.86	5.72	4.32	2(+) 3.48
14 UL M	8(-)19.38	30.29	25.78	37.97	4.14	8.60	.26	5.58	4.59	5.56	4.56	-1.90
F	6(-)21.04	30.25	25.79	39.28	8(-) 3.77	8.94	.29	5.48	4.65	5.73	4.58	8(-)-4.62
UM M	7(-)20.07	1(+)31.11	26.65	39.85	3.78	8.89	.33	5.56	8(-) 4.46	5.70	8(-) 4.25	2.00
F	21.61	30.23	25.96	38.91	4.40	8.21	1(+) .39	1(+) 5.64	7(-) 4.56	5.73	4.41	1(+) 4.66
AGE	10 > 14							10 < 14	10 > 14			
SES		L < M	L < M	L < M			L < M		L > M		L > M	L < M
SEX	M < F				M < F	M > F	M < F					
AGE-SES												
AGE-SEX					10M ≪ 10F 14M < 14F	10M ≫ 10F 14M > 14F						
SES-SEX				LM < LF MM > MF	LM < LF MM ≪ MF	LM > LF MM ≫ MF						

VARIABLES	89	90	91	92	93	94	95
ENGLAND	STORY COMPLETION SCALE SUMS						
	Stance	Engagement	Initiation	Implementation	Affect Tone 1st	Affect Tone 2nd	Persistence
10 UL M	1(+) 2.70	9.41	14.30	14.70	1(+)14.40	15.39	6.33
F	2(+) 2.64	9.44	14.17	14.93	14.02	15.74	6.17
UM M	2.52	9.51	14.37	14.88	2(+)14.34	15.59	6.19
F	2.46	8.51	13.47	14.37	6(-)13.41	15.69	5.56
14 UL M	2.59	8.68	13.39	14.55	3(+)14.31	15.61	6.17
F	7(-) 2.31	9.13	13.77	15.07	7(-)13.25	15.68	6.36
UM M	2.46	9.29	14.11	15.20	13.49	15.67	6.15
F	8(-) 2.25	8.92	13.75	15.16	8(-)12.67	15.75	6.27
AGE	10 > 14				10 > 14		
SES	L > M				L > M		
SEX	M > F				M > F		
AGE-SES							
AGE-SEX							10M > 10F 14M < 14F
SES-SEX		LM < LF MM > MF					

FIGURE 1
ENGLAND - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	107	102	108	104	103	106	101	105	96	97	98
ENGLAND	STORY COMPLETION COPING EFFECTIVENESS									STORY COMPLETION SCALES	
	Story 8 Aggression	Story 2 Authority	Story 10 Authority	Story 5 Anxiety	Story 4 IPR	Story 7 IPR	Story 1 Academic TA	Story 6 Non-Academic TA	TOTAL Coping Effectiveness	Sociability	Attitude Towd.Auth.
10 UL M	13.24	1(+) 3.28	11.85	14.89	1(+)15.45	9.67	19.85	13.48	99.54	8(-) 2.11	2.02
F	13.81	2.40	12.51	13.60	14.76	11.14	19.95	13.33	101.60	2.23	1.95
UM M	13.79	3.26	12.28	14.38	14.74	9.24	19.56	13.33	101.21	2.25	1(+) 2.05
F	13.63	2.40	11.45	13.73	14.97	9.46	19.49	12.31	97.79	2.48	2.01
14 UL M	8(-)12.63	1.60	11.44	14.29	14.62	10.32	19.57	13.34	98.17	2.28	2.00
F	1(+)15.63	1.76	11.93	14.30	8(-)14.05	10.54	19.06	1(+)14.46	101.81	2.47	1.97
UM M	14.20	2.86	12.30	13.81	14.16	10.37	19.68	13.31	100.57	2.33	1.94
F	14.81	8(-) 1.48	13.12	13.94	14.51	10.57	19.07	8(-)12.08	99.32	1(+) 2.52	8(-) 1.76
AGE	10 < 14	10 > 14			10 > 14					10 < 14	10 > 14
SES								L > M		L < M	
SEX	M < F	M > F		M > F						M < F	M > F
AGE-SES			10L > 10M 14L < 14M								10L < 10M 14L > 14M
AGE-SEX	10M < 10F 14M ≪ 14F			10M > 10F 14M < 14F							
SES-SEX	LM ≪ LF MM < MF				LM > LF MM < MF			LM < LF MM > MF	LM < LF MM > MF		

FIGURE 2
ENGLAND - STAGE I

ENGLAND

ORDER OF PREFERENCE FOR OCCUPATIONAL VALUES

							10 Year Olds				14 Year Olds			
	10	14	Lower	Middle	Male	Female	U.L.M.	U.L.F.	U.M.M.	U.M.F.	U.L.M.	U.L.F.	U.M.M.	U.M.F.
1.	Intell.S. 8.85	Assoc. 9.42	Security 9.11	Assoc. 8.90	Security 8.76	Assoc. 9.09	Security 8.58	Intell.S. 9.20	Intell.S. 8.51	Intell.S. 9.31	Security 9.42	Assoc. 10.13	Assoc. 9.63	Assoc. 9.68
2.	Altruism 8.47	Security 8.95	Assoc. 8.42	Intell.S. 8.60	Assoc. 8.23	Altruism 9.08	Creat. 8.42	Altruism 9.01	Altruism 8.25	Altruism 9.24	Economic 8.90	Security 9.55	Security 9.35	Altruism 9.22
3.	Security 8.42	Self Sat. 8.27	Intell.S. 8.35	Altruism 8.38	Intell.S. 8.10	Intell.S. 8.84	Intell.S. 8.39	Security 8.88	Creat. 8.19	Self Sat. 8.91	Success 8.64	Self Sat. 9.02	Economic 8.05	Intell.S. 8.87
4.	Self Sat. 8.38	Success 8.19	Self Sat. 8.32	Self Sat. 8.32	Economic 8.06	Self Sat. 8.78	Self Sat. 7.81	Self Sat. 8.78	Self Sat. 8.01	Security 8.54	Assoc. 8.23	Altruism 8.84	Self Sat. 7.96	Self Sat. 8.42
5.	Assoc. 7.90	Intell.S. 8.09	Success 8.13	Security 8.26	Success 7.88	Security 8.61	Success 7.68	Assoc. 8.05	Assoc. 7.79	Assoc. 8.49	Intell.S. 7.81	Success 8.57	Success 7.96	Indep. 7.86
6.	Success 7.30	Altruism 7.85	Altruism 7.94	Success 7.36	Self Sat. 7.87	Success 7.61	Prestige 7.64	Success 7.64	Economic 7.68	Variety 7.16	Indep. 7.76	Intell.S. 7.95	Intell.S. 7.95	Variety 7.84
7.	Creat. 7.29	Economic 7.63	Economic 7.61	Indep. 7.08	Creat. 7.70	Variety 7.50	Economic 7.60	Variety 7.53	Security 7.67	Surround 6.79	Self Sat. 7.69	Surround 7.71	Indep. 7.34	Success 7.59
8.	Economic 7.02	Indep. 7.61	Variety 7.16	Economic 7.03	Altruism 7.24	Surround. 6.99	Altruism 7.37	Prestige 7.06	Father 7.62	Success 6.67	Creat. 7.26	Variety 7.45	Creat. 6.91	Security 7.46
9.	Variety 6.97	Variety 7.07	Creat. 6.87	Variety 6.88	Indep. 6.89	Indep. 6.97	Father 7.34	Surround 7.04	Success 7.23	Indep. 6.51	Variety 6.85	Indep. 7.34	Altruism 6.80	Economic 6.50
10.	Prestige 6.87	Surround. 6.56	Indep. 6.78	Creat. 6.87	Prestige 6.84	Creat. 6.80	Assoc. 7.28	Economic 6.89	Surround. 6.47	Prestige 6.43	Prestige 6.68	Economic 7.07	Prestige 6.69	Surround. 6.44
11.	Surround. 6.64	Creat. 6.41	Prestige 6.37	Surround. 6.44	Variety 6.55	Economic 6.59	Variety 6.81	Creat. 6.25	Indep. 6.45	Creat. 6.29	Altruism 6.53	Prestige 5.70	Father 6.21	Creat. 6.07
12.	Indep. 6.25	Prestige 6.26	Surround. 6.26	Prestige 6.37	Father 6.49	Prestige 6.29	Surround. 6.27	Indep. 6.18	Variety 6.39	Economic 5.89	Surround. 6.02	Creat. 5.40	Variety 6.13	Prestige 5.98
13.	Father 5.77	Manage. 4.56	Manage. 4.90	Father 5.78	Surround. 6.21	Manage. 4.80	Indep. 5.85	Manage. 5.91	Prestige 6.36	Father 5.36	Father 4.78	Esthet. 4.23	Surround. 6.07	Esthet. 4.83
14.	Manage. 5.38	Father 4.24	Father 4.23	Manage. 5.04	Manage. 5.14	Esthet. 4.31	Manage. 5.08	Esthet. 3.83	Manage. 5.57	Manage. 5.02	Manage. 4.71	Manage. 3.97	Manage. 5.26	Manage. 4.30
15.	Esthet. 3.49	Esthet. 3.89	Esthet. 3.68	Esthet. 3.69	Esthet. 3.06	Father 3.52	Esthet. 2.95	Father 2.75	Esthet. 2.81	Esthet. 4.35	Esthet. 3.72	Father 2.04	Esthet. 2.80	Father 3.94

ANOVA OF MEANS:
HYPOTHESES AND FINDINGS

DEMOGRAPHIC MEASURES

> Upper-middle class children will have higher Educational Aspirations than will upper-lower class children.

The hypothesis is supported by the Analysis of Variance results. Upper-middle class children obtained a score of 2.35. This indicated an Educational Aspiration somewhat above 'A' level standards. Upper-lower class children had a score of 3.29, indicating an aspiration just above 'O' level standard. The difference between the two scores was significant beyond the .001 level.

ACHIEVEMENT MEASURES

> Upper-middle class children will have higher Achievement scores than will upper-lower class children.

This hypothesis was supported, upper-middle class children having significantly higher scores on all three achievement measures. On the Math test they obtained a mean standardized score of 52.72 as against 47.27 for upper-lower children. On the Reading test the respective scores were 53.42 and 46.57; while for GPA upper-middle class children obtained a score of 52.52 and upper-lower children 47.45. As can be seen, the greatest difference on scores came on the Reading test, but in all cases the level of significance was beyond the .001 level.

> Girls will have higher achievement scores than will boys.

The hypothesis was not completely supported by the results obtained in this study. While girls obtained higher scores than boys on the Math and Reading tests the scores were not significantly different. Thus, for Math the girls scored 50.03 and the boys scored 49.96; on Reading the girls scored 50.11 and the boys scored 49.88. The hypothesis could not be supported on the basis of the GPA scores. Boys obtained a significantly higher score than girls, 50.68 as compared to 49.30, such a difference being significant at the .03 level.

OCCUPATIONAL MEASURES

> Upper-middle class children will have a higher objective status level Occupational Expectation than will upper-lower class children.

This hypothesis is supported by the results. Upper-middle class children obtained a score of 2.02 indicating an Occupational Expectation almost at the upper-middle class level. Upper-lower children, on the other hand, had a score of 2.90 on the border line between lower-middle and upper-lower class occupations. The difference between the two scores was significant beyond the .001 level.

> Upper-middle class children will have a higher level of objective Occupational Aspiration than will upper-lower class children.

This hypothesis is also supported by the results. Upper-middle class children obtained a score of 1.90 placing their aspiration in the upper-middle class range. Upper-lower children with a score of 2.70 were at the lower end of the lower-middle class range. The difference between the two scores was significant beyond the .001 level.

> Upper-middle class children will have different discrepancy scores between Occupational Aspiration and Expectation than will upper-lower class children.

This hypothesis is not supported, upper-middle and upper-lower class children having discrepancy scores that are not significantly different.

> Upper-middle class children will prefer different Occupational Values than will upper-lower class children.

The hypothesis is supported to only a limited extent. There were significant differences on five out of the fifteen Occupational values, with two more values having probability levels between .05 and .10. Upper-middle class children showed significantly more preference for the values of Pleasant Associates and Work Like that of the Father, while upper-lower children had significantly higher scores on Success, Security, and Economic Returns. For Altruism the probability level was very close to significance (p=.059), upper-middle class children having the higher score.

> Upper-lower class children will show a greater preference for "Extrinsic" Occupational values than will upper-middle class children.

The hypothesis is not supported by the results, there being no significant difference between upper-lower and upper-middle Extrinsic scores.

> Males will have a higher objective Occupational Expectation level than will females.

This hypothesis must be rejected on the basis of the results obtained for the London sample. Females had a significantly higher level of Occupational Expectation than did males though both scores came in the lower-middle class range.

> Males will have a higher objective Occupational Aspiration level than will females.

The hypothesis is not supported by the results, there being no significant difference between male and female aspiration scores.

> Males will prefer different Occupational Values than will females.

The hypothesis is quite strongly supported by the results. In eleven out of the fifteen values males have a significantly different score from females while in one case the probability level was between .05 and .10. Males had significantly higher scores for the values of Creativity, Prestige, Economic Returns, and Work Like that of the Father. Females had significantly higher scores for Altruism, Esthetics, Self-Satisfaction, Intellectual Simulation, Pleasant Surroundings, Pleasant Associates, and Variety.

> Females will more frequently choose "Intrinsic" Occupational Values than will males.

This hypothesis is supported by the overall "Intrinsic" score obtained from the Occupational Values instrument. Females obtained a score of 7.02 which was significantly higher than the 6.57 obtained by males.

> Males will more frequently choose "Extrinsic" Occupational Values than will females.

This hypothesis was also supported by the overall "Extrinsic" score obtained. Males had a score of 7.49 while females obtained a score of 6.94. The difference was significant beyond the .001 level.

COPING STYLE MEASURES

> Upper-middle class children will demonstrate a different style of coping than will upper-lower class children.

In terms of style of coping as assessed by the Social Attitudes Instrument, the hypothesis is supported by only one of the four measures. Middle-class children have a significantly lower score than upper-lower children on Passive Coping. This suggests that upper-lower children are more likely to favor this style of coping than are upper-middle children.

When the instrument used to make the assessment is the Sentence Completion, significant differences in style occurred in two out of the five behavior areas and in the overall score regardless of area. So the hypothesis was partially supported.

In the area of Authority, upper-middle class children scored significantly higher on Stance, Engagement, and Negative Affect. Upper-lower class children, on the other hand, showed significantly less affect of any kind when dealing with an Authority problem.

In the Aggression area upper-middle class children were more ready to confront and engage in the solution of problems than were upper-lower class children.

Overall, upper-middle class children were significantly more ready to face up to problems and to actively engage in their solution. Overall, also, they showed significantly more Positive Affect in the solving of problems.

When coping styles were assessed using the Story Completion instrument, class differences in style of coping appeared in only two instances. Middle-class children had a significantly higher score on the Sociability dimension. Overall upper-lower class children expressed significantly more Positive Affect when faced with a problem than did upper-middle class children.

If the three coping style instruments are taken together there are a total of forty-five variables on which class differences could occur. In the case of the London sample, significant differences occurred on only twelve of these variables.

> Males will demonstrate a different style of coping than will females.

When styles of coping were assessed using the Social Attitudes instrument the hypothesis was supported by three out of the four measures. Males obtained higher scores on both Active Coping and Active Defensive measures. Females had a significantly higher score on Passive Defensive responses. There was no significant difference between the groups on Passive Coping.

In terms of style of coping as assessed by the Sentence Completion instrument, differences occurred in four out of the five behavior areas.

In the Aggression area, females were more willing to confront and engage in solution than males. But in the Authority area, a significant difference occurred only on Stance with females again having the higher score. There were significant differences on the Affect dimensions in this area, females showing more Negative Affect and scoring significantly lower than males on Neutral Affect.

All four dimensions gave significant differences in the Anxiety area, but on this occasion it was the males who had the higher scores. They were significantly more ready to confront the problem and to engage in its solution, expressing less affect than females while doing so.

In the Interpersonal Relations situation the males had a significantly higher score on Stance. While their score on Engagement is not significantly different from the female score within the prescribed limits it does have a probability level of .09.

In the Task Achievement area there were no significant differences between the scores and in terms of overall coping style significant differences occurred only on the Affect dimensions, females expressing significantly more Affect either Positive or Negative, while males scored significantly higher on the Neutral Affect dimension.

One dimension, however, showed a consistent difference between males and females. This was the dimension of Attitude Towards certain behavior areas. A score on this dimension was computed for Authority, Interpersonal Relations, Task Achievement, and Overall. In each instance females scored significantly higher than males, indicating a more positive attitude.

Three significant differences occurred when coping style was assessed using the Story Completion instrument. On the dimension of Affect expressed in the face of the problem, males scored significantly higher than females. They also scored higher on Attitude Towards Authority. On the dimension of Sociability, females scored significantly higher than males.

As with class differences there were a total of forty-five variables on which sex differences could occur. In the case of the London sample, significant differences occurred on twenty-four of these variables.

> The difference in the style of coping between males and females will be consistent across all five behavior areas studied.

This hypothesis cannot be supported by the results obtained. Of the five behavior areas studied, two (Aggression and Authority) had significant differences in favor of females. They scored higher on Stance and Engagement in the Aggression area and on Stance and Negative Affect in the Authority area. In two other areas males obtained significantly higher scores; on Stance and Engagement and Affect in the Anxiety area and Stance in the Interpersonal Relations area. In the fifth area, that of Task Achievement, males showed significantly less Affect than females.

> The upper-middle class children will exhibit more effective overall coping behavior than will upper-lower class children.

Assessed on the Sentence Completion instrument, upper-middle class children do exhibit more effective overall coping behavior. Their score of 39.35 is significantly higher than the 38.42 obtained by upper-lower class children.

However, if individual behavior areas are taken into account the hypothesis cannot be supported as there is only a significant difference for one area - Anxiety. The result for this area supports the hypothesis, upper-middle class children scoring significantly higher on the Coping Effectiveness score.

On the Story Completion instrument there was no significant class difference for overall Coping Effectiveness, while only one individual behavior area showed such a difference. For Aggression, middle-class children had a significantly higher score.

ENGLAND INTRA-COUNTRY REPORT OF SIGNIFICANT CORRELATIONS

CRITERION-CRITERION RELATIONSHIPS

Hypothesis: There will be a positive relationship among the Achievement Criterion measures. (See Table 1)

The hypothesis of positive relationships between the three achievement measures, Math, Reading, and Grade Point Average, was strongly supported at both age levels, all correlations being significant.

There was a strong relationship between Math and Reading (.63 for ten-year-olds and .58 for fourteen-year-olds) and also between Math and Grade Point Average (.59 for ten-year-olds and .41 for fourteen-year-olds).

For the ten-year-olds, Reading correlated best with the other measures being .65 with Math and .63 with Grade Point Average; while for fourteen-year-olds it was Math that correlated most highly (.58 with Reading and .41 with Grade Point Average).

The strongest correlation for the ten-year-olds, that of Grade Point Average with Reading, was the weakest for fourteen-year-olds. The range for ten-year-olds was very close (between .59 and .65) but for fourteen-year-olds it was between .37 and .58. The strength and closeness of the range for the achievement measures for ten-year-olds would suggest that these were strongly related. This was not so for fourteen-year-olds, where individual abilities and interests have had more time to develop.

Hypothesis: There will be a positive relationship between the Achievement and Peer BRS Criterion measures. (See Table 2)

This hypothesis was strongly supported at the ten-year-old level and to a lesser extent by the fourteen-year-old results. Twenty out of the twenty-one possible correlations reached significance for the ten-year-olds, but only nine out of the twenty-one did this for the fourteen-year-old group; one of these was a negative correlation. It should be noted that Peer BRS 6 had no significant correlations with the achievement measures for either age group.

Although for ten-year-olds Reading correlated best with the other achievement measures it was Math that correlated best with the Peer BRS items, the range being between .14 and .34. With the fourteen-year-olds the picture was somewhat different. Math correlated best with the achievement measures, but it was the Grade Point Average which correlated best with the Peer BRS items. Here the range was between .12 and .44.

Taking the Peer BRS items separately, the strongest correlations came in the expected areas. Thus, Academic Task Achievement (BRS 1) correlated with all the achievement measures, while the item concerning getting along well with teachers (BRS 3) also correlated well with the exception of Reading for the fourteen-year-olds. Correlations for Interpersonal Relations (BRS 4), Anxiety (BRS 5) and Aggression (BRS 7) were weaker for ten-year-olds and only significant in three out of the nine cases for fourteen-year-olds. Nonacademic Task Achievement correlated with Reading and Math only at the ten-year-old level and negatively with Reading for fourteen-year-olds.

Summary and Interpretation

The lack of correlations for BRS 6 was not surprising as this item was concerned with assessing how much the child would fight to get his own way. Some children interpreted this as a negative type of behavior, while others did not, suggesting that no consistent result could be obtained here.

The absence of a significant relationship between Grade Point Average and Nonacademic Task Achievement (BRS 2) could also be attributed to the response given by the children. Ten-year-olds, in particular, indicated that they were unfamiliar with what their classmates did out of school hours and so could not reliably answer this item.

It would seem that at both age levels peer assessment of task achievement and test assessment have a significant relationship. However, while peer assessment of effective coping in other areas does show a relationship for ten-year-olds this was not consistent for fourteen-year-olds, particularly with regard to the Reading test that had no positively significant correlations with behavior areas other than Academic Task Achievement.

In terms of the BRS, while for ten-year-olds academic achievement seemed to be related to success in solving problems in other behavior areas, this was not true to the same extent for fourteen-year-olds.

PREDICTOR-PREDICTOR RELATIONSHIPS

Hypothesis: There will be a positive relationship among the Intrinsic Occupational Values. (See Table 3)

The Occupational Values instrument consisted of two types of values, those which could be regarded as extrinsic and those which could be regarded as intrinsic to the job. Thus the correlation matrix gave rise to three major hypotheses concerning, first, the relationships between the Intrinsic values, secondly, the relationships between the Extrinsic values, and, finally, the relationships between the two different types.

Looking first of all at the relationships between the Intrinsic values, twenty-six out of the fifty-six possible correlations for both age levels were significant. However, only eight of these were significant in the predicted direction, while eighteen indicated a negative relationship. The twenty-six were divided equally between ten and fourteen-year-olds.

Of the eight Intrinsic values, Esthetics produced the greatest number of significant relationships for both age groups. All of them were negative. These were correlations with Management, Self-Satisfaction, Intellectual Stimulation, and Variety. It was also negatively correlated with Altruism for the fourteen-year-olds only.

The strongest relationship was the positive one between Intellectual Stimulation and Variety (.47 for ten-year-olds, and .45 for fourteen-year-olds). Intellectual Stimulation had weaker negative relationships with Esthetics and Independence.

The strongest negative relationship was that between Creativity and Self-Satisfaction (-.31 for ten-year-olds, and -.32 for fourteen-year-olds). Creativity had a weaker negative correlation with Altruism for both age groups and with Independence and Management for the ten-year-olds only.

Of the eight values, six produced both positive and negative relationships. Two (Independence and Esthetics) produced only negative relationships.

In terms of strength of correlation there was little to choose between the age groups, the range being between -.10 and +.47 for ten-year-olds and between -.12 and +.45 for fourteen-year-olds.

Intellectual Stimulation and Variety had the strongest relationships with the Intrinsic Total while Independence and Self-Satisfaction had the weakest. However, all could be said to have a fair degree of relationship.

It would seem then, that while significant relationships do exist between the Intrinsic values it is by no means certain just what the type of relationship can be expected to be. While it might be assumed that these values would be positively related, it was clear from the results obtained for the England sample that this was not always the case. In fact there were more than twice as many negative as positive correlations.

Hypothesis: There will be a positive relationship among the Extrinsic Occupational Values. (See Table 4)

The relationships between the Extrinsic values presented a somewhat similar pattern to that of the Intrinsic values. Twenty-four out of the forty-two correlations for both age levels were significant. Eighteen of these indicated a negative relationship, while six of them were positive correlations. Of these twenty-four, eleven were for the ten-year-old group and thirteen were for the fourteen-year-old group.

Of the seven Extrinsic values, Pleasant Associates produced the greatest number of significant relationships for both age groups. These correlations with Success, Prestige, Economic Returns and Work like that of the Father were negative; while that with Pleasant Surroundings was positive. Prestige also had a number of significant correlations with other variables for both age groups (negative with Security and Pleasant Surroundings and positive with Economic Returns).

The strongest relationships were the positive ones between Prestige and Economic Returns (.36; .32) and between Pleasant Associates and Pleasant Surroundings.

The strongest negative relationships were those between Prestige and Security, and Prestige and Pleasant Surroundings.

All seven values produced both positive and negative relationships, although the negative ones predominated, there being three times as many negative as positive ones.

In terms of strength of correlation the range was fairly similar for both age groups, between -.10 and +.36 for ten-year-olds and between -.12 and +.40 for fourteen-year-olds.

Economic Returns had a high correlation with the Total Extrinsic score while Pleasant Associates had the lowest. This is interesting when it is remembered that this variable had a significant relationship with five of the seven Extrinsic values.

Hypothesis: There will be a negative relationship among the Intrinsic and Extrinsic Occupational Values. (See Table 5)

Of the one-hundred and twelve correlations between Extrinsic and Intrinsic values, seventy were significant for both age groups, sixty of them negative and ten of them positive. These were divided fairly evenly between the two age groups, thirty-eight being for the ten-year-old group and thirty-two for the fourteen-year-olds.

Three Intrinsic values showed an equal number of significant relationships. Intellectual Stimulation correlated negatively with Security, Prestige, Pleasant Surroundings and Pleasant Associates for both age groups, and with Security and Work like that of the Father for ten-year-olds only. Creativity correlated negatively with Security, Pleasant Surroundings and Pleasant Associates and positively with Prestige for both age groups and negatively with Success for ten-year-olds only. Variety correlated negatively with Success, Prestige, Economic Returns, Work like that of the Father, and negatively with Security for fourteen-year-olds only.

The five other Intrinsic values had at least three significant relationships for both age groups and a number of single age relationships. There were more of these for the ten-year-olds than for fourteen-year-olds.

Looking at the correlations from the Extrinsic point of view, Prestige was the value that had the most significant relationships. For both age groups it correlated negatively with Altruism, Independence, Self-Satisfaction, Intellectual Stimulation, and Variety and positively with Creativity. It also correlated negatively with Management and positively with Esthetics for ten-year-olds only.

The strongest negative correlation was that between Altruism and Economic Returns, and the weakest was that of Pleasant Associates with Intellectual Stimulation. The strongest positive correlation was that between Self-Satisfaction and Security, and the weakest was the positive relationship between Prestige and Creativity.

In terms of correlations with the Total, all Intrinsic values showed a significant negative relationship with the Extrinsic Total and the reverse also applied.

Economic Returns had the strongest negative relationship with the Intrinsic Total, and Intellectual Stimulation the strongest negative relationship with the Extrinsic Total. On the whole the relationship between Intrinsic values and the Extrinsic Total showed the stronger relationship.

The hypothesis of a negative relationship is very clearly borne out by the data, particularly when the totals were examined. All Extrinsic values had a negative relationship with the Intrinsic Total and all Intrinsic values had a negative relationship with the Extrinsic Total. But it was the total results that were really interesting, there being a perfect negative correlation of -1.00 for both age groups.

It would seem that those children preferring a certain type of value will not be so interested in the other type. However, within types the relationship is nowhere near so clear cut. Choosing, for instance, one Intrinsic value is no indication that the child will place a high value on another Intrinsic value. Indeed, as had been indicated, the relationship may be of a negative nature.

Hypothesis: There will be a positive relationship among the status levels of Occupational Aspiration and Occupational Expectation and Educational Aspiration measures.

(See Table 6)

There was a strong relationship between the status of the job aspired to and the job expected by both ten- and fourteen-year-old children, the relationship being slightly stronger in the case of ten-year-olds.

However, the correlations were weaker when the relationship between job status and educational aspiration was examined. For ten-year-olds the correlation was only .29 for Aspiration and .28 for Expectation. It was higher for fourteen-year-olds (.47 and .46).

These lower correlations for ten-year-olds can perhaps be explained in terms of the ten-year-old group's unclear understanding of the higher levels of education, which has caused them to give a somewhat unrealistic response. Ten-year-old upper-lower boys, for instance, aspired to and expected working-class jobs but aspired to an educational level almost equivalent to University entrance. And this Aspiration came from a group, some of whose members found difficulty in reading and writing. Working girls, on the other hand while having a fairly low Educational Aspiration, aspired to and expected middle-class jobs.

Fourteen-year-olds, however, were much more aware both of their own capabilities and the education necessary for different types of jobs.

Hypothesis: There will be a positive relationship among the Occupational Interests Discrepancy measures. (See Table 7)

All of the twelve correlations for both age groups were significant in the predicted direction. The highest relationship was between father/subject aspiration discrepancy and mother/subject aspiration discrepancy.

As indicated, significant relationships occurred for both age groups for the other variables though, as might be expected, they were stronger for fourteen- than for ten-year-olds. Thus, the range for ten-year-olds was between .12 and .38 while for fourteen-year-olds it was between .37 and .45

Summary of Motivation Variable Hypotheses:

As no specific relationships were expected between the motivational measures each measure must be summarized separately.

As has already been indicated, the correlations among the Occupational values indicated that relationships among types of values are more complex than might have been initially expected. The relationships of the individual values with the totals however strongly supported the hypotheses, this being especially so in the case of Intrinsic with Extrinsic totals.

As far as the Occupational Interests were concerned the hypotheses were again supported by the results, particularly at the fourteen-year-old level. They showed strong relationships not only between their own occupational aspiration and expectation and educational aspiration but also with their parents' occupational aspirations for them.

Hypothesis: There will be a positive relationship between the SAI Active and Passive Coping measures. (Table 8)

For both age groups there was a positive relationship between Active and Passive Coping, the correlation being stronger for the ten-year-old age group. The ten-year-old correlation was .37 while the correlation at age fourteen was .26.

Hypothesis: There will be a positive relationship between the SAI Active and Passive Defensive measures. (Table 8)

Again, the correlation for both age groups was significant in the predicted direction. There was almost no difference between the strength of correlations for the two age groups. The correlation at age ten was .29 while at age fourteen it was .26.

Hypothesis: There will be a negative relationship among the SAI Coping and Defensive measures. (See Table 8)

The relationships between Coping and Defensive behavior were not quite so clear cut as the relationships within these types of behavior. There were no significant correlations between Active Coping behavior and either Active or Passive Defensive behavior. However, there was a negative relationship between Passive Coping and Active Defensive behavior but only at the fourteen-year-old level; while there were positive correlations between Passive Coping and Passive Defensive behavior for both age groups. Thus, the hypothesis was only supported in one out of the four possible correlations.

The results would suggest that while those children who cope with problems do not exclusively choose one type of behavior there is a tendency for some children to react passively regardless of the efficacy of the behavior involved.

Hypothesis: There will be positive relationships among the measures of the same Sentence Completion Coping Style variables across different behavior areas. (See Table 9)

There were a number of variables scaled from responses to the Sentence Completion instrument, all of them occurring in the five behavior areas. It would be expected that positive relationships for each of these variables would occur across behavior areas. This was the case, the number of significant correlations varying from eleven for Stance, three for Engagement, eighteen for Coping Effectiveness, ten for Negative Affect, but only one for Positive Affect.

For the Stance dimension, six out of the ten correlations for ten-year-olds were significant. Stance in the Interpersonal Relations area had no significant correlations with Stance in any of the other behavior areas. The range of correlations was between .10 and .23.

For the fourteen-year-olds, five of the correlations were significant. For both age groups Stance towards Aggression problems correlated with Stance towards Authority and Anxiety, while Stance towards Authority correlated with Stance towards Anxiety and Task Achievement. The strongest correlation for ten-year-olds was that between Aggression and Authority (.23) while for fourteen-year-olds it was between Authority and Task Achievement (.21).

Stance in all behavior areas correlated with Total Stance more strongly for ten- than for fourteen-year-olds. The range for ten-year-olds on the Total Stance variable was between .36 and .65 and for fourteen-year-olds it was between .36 and .66. Authority correlated most highly with the Total for ten-year-olds while Stance towards Task Achievement correlated most highly with the Total Stance for fourteen-year-olds.

The dimension of Engagement produced only one significant correlation for fourteen-year-olds and two for ten-year-olds, all three only just reaching the required probability level. In spite of the lack of correlations within behavior areas all correlated significantly with Total Engagement, the range being between .29 and .69 for ten-year-olds and between .23 and .59 for fourteen-year-olds. For both age groups Engagement in Task Achievement problems correlated most highly with Total Engagement.

Coping Effectiveness gave the greatest number of significant correlations, nine out of ten for ten-year-olds and nine out of ten for fourteen-year-olds. For both age groups the only correlation not significant was that between Task Achievement and Aggression.

The strongest correlation for ten-year-olds was that between Authority and Interpersonal Relations, and Authority and Task Achievement (both .24). For fourteen-year-olds the strongest was between Authority and Task Achievement (.26).

As might be expected from the above relationships the highest correlation with Total Coping Effectiveness came in the area of Authority, with both ten- and fourteen-year-old scores correlating .67 with the Total.

So different were the results that each coping variable has to be treated separately. Thus, it was clear that the hypothesis was strongly supported by the results of the Coping Effectiveness scores. It would seem that a child who copes with problems in one area of behavior will show a strong tendency to cope with problems in other areas; and that for both age groups problem solving in Authority and Task Achievement areas showed a particularly close relationship.

However, a score for Coping Effectiveness assumes that a child has at some stage engaged in a solution to the problem and the results with this dimension of Engagement did not support the hypothesis; and, in addition, given the fact that only three correlations were significant the hypothesis must be rejected, and the conclusion drawn that engagement of solution in one area of behavior is no indication that the child will engage in solution in another area.

On the third variable, that of Stance, it is difficult, in light of the results obtained, to either definitely reject or definitely accept the hypothesis for just over half the correlations were significant.

Hypothesis: There will be positive relationships among the Sentence Completion Attitude measures across behavior areas.

Measures of Attitude were only obtained for three out of the five behavior areas. These were Authority, Interpersonal Relations, and Task Achievement. For all relationships among these Attitude measures the correlations were significant and positive. As with Coping Effectiveness, the highest correlations were between Authority and Task Achievement. For ten-year-olds the correlation was .31 and for fourteen-year-olds it was .39. Authority also had the highest correlations with Total Attitude, .74 for ten-year-olds and .80 for fourteen-year-olds. The hypothesis, then, was supported at both age levels in all three behavior areas where a measure of Attitude was obtained.

Hypothesis: There will be a positive relationship among the measures of the same Sentence Completion Affect dimension across the different behavior areas. (Table 13)

Ten out of the twelve possible correlations were significant, five at each of the age levels. For both age groups these included the correlations of Negative Affect for Authority with Negative Affect for Aggression, Task Achievement and Interpersonal Relations; and Interpersonal Relations with Task Achievement. The correlation of Aggression with Task Achievement was significantly only for ten-year-olds while that between Aggression and Interpersonal Relations was significant for fourteen-year-olds only.

For ten-year-olds the correlations ranged between .13 and .24, the strongest being that between Authority and Interpersonal Relations;

while for fourteen-year-olds the range was between .18 and .24 with the strongest correlation being that between Authority and Task Achievement.

Authority correlated most highly with the Total score while Aggression had the lowest correlation.

While the hypothesis was supported at both age levels the correlations were generally of a low order. It would seem that the expression of Negative Affect in one problem area is related to its expression in another problem area but that this may not always be the case.

In the case of Positive Affect the hypothesis must be rejected. Only one correlation out of a possible six was significant and this only had a value of .10. In other words, it barely reached the required level of significance.

Hypothesis: There will be a positive relationship between the Total Attitude measure and the Total Positive Affect measure. (See Table 15)

This hypothesis must be rejected as there were no significant correlations for either ten- or fourteen-year-olds.

Hypothesis: There will be negative relationships between the Total Attitude measure and the Total Negative Affect measure.

This hypothesis is supported only at the fourteen-year-old level with a correlation of -.25.

Hypothesis: There will be positive relationships among the Total amount of Positive Affect and the Total Attitude measure with Coping Score Totals. (See Table 16)

The correlations between the Total Attitude measures and the Coping Score Totals certainly supported the hypothesis as all correlations for both age groups were significant. The highest correlations were those between Total Coping and Attitude and the lowest were those between Total Engagement and Attitude.

Correlations between Positive Affect and Coping Score Totals did not present such a clear picture. Four out of the six possible correlations were significant but only three were positive, the ten-year-old correlation between Engagement and Positive Affect being -.10; while at the fourteen-year-old level the correlation between the two variables did not even reach the significance level.

The strongest correlations for Positive Affect were for the fourteen-year-olds, .24 for Stance and .28 for Coping Effectiveness. The correlation between Stance and Positive Affect for ten-year-olds did not reach significance.

With regard to the correlation between the Coping Total and the Attitude Total it should be borne in mind that whereas Coping and Affect measures covered all five behavior areas, Attitude measures were obtained on only three areas.

These results would suggest that while the expression of Positive Affect does seem to be linked with an effective solution, more important is the actual attitude of the child.

Hypothesis: There will be negative relationships among the Total amount of Negative Affect expressed and the Total Attitude mean with the Coping Score Totals. (Table 16)

This hypothesis was supported very strongly at both age levels, all correlations being significant and in the expected (i.e., negative) direction. By far the highest correlations were those between Total Coping and the Negative Affect Total, -.75 for ten-year-olds and -.77 for fourteen-year-olds. The range for ten-year-olds was between -.30 and -.75 and for fourteen-year-olds between -.30 and -.77.

It would seem that for both age groups the child who expresses negative emotion in relation to the problem is less likely to solve that problem.

Hypothesis: There will be positive relationships among the measures of the same Story Completion Coping Style dimensions across the different behavior areas. (Table 17)

In the case of Sentence Completion three coping style variables were available for each of the five behavior areas. In the case of the Story Completion instrument there were five variables: Engagement, Initiation, Implementation, Persistence, and Coping Effectiveness.

For Engagement only fifteen out of the fifty-six possible correlations for both age groups were significant, ten of these being for the ten-year-old group and five for the fourteen-year-old groups.

For both age groups Aggression correlated with Authority (as assessed by Story Ten) and with Interpersonal Relations (as assessed by Story Seven). Interpersonal Relations (Story Seven) correlated with Authority (Story Ten); while Nonacademic Task Achievement correlated with Interpersonal Relations (as assessed by Story Four).

For ten-year-olds only Aggression correlated with Academic Task Achievement, and Interpersonal Relations (Story Four) correlated with Interpersonal Relations (Story Seven).

Academic Task Achievement correlated with Authority both as measured in Story Two and in Story Ten. Nonacademic Task Achievement correlated with Authority (Story Ten) and with Interpersonal Relations (Story Seven).

For fourteen-year-olds only Interpersonal Relations (Story Seven) correlated with Anxiety.

None of the correlations were particularly strong, the highest being Interpersonal Relations (Story Four) with Nonacademic Task Achievement for fourteen-year-olds; and the lowest correlation being .10 for ten-year-olds for the same pair of variables.

As far as the Initiation variable was concerned thirteen out of a possible fifty-six correlations for both age groups were significant, ten of these being for the ten-year-old group and three for the fourteen-year-old group.

For both age groups Aggression correlated with Authority (Story Ten) and Anxiety correlated with Interpersonal Relations (Story Four).

For ten-year-olds only Aggression correlated with Interpersonal Relations (Story Seven) and Nonacademic Task Achievement. Authority (Story Ten) correlated with Interpersonal Relations (Story Seven),with Academic Task Achievement, and with Nonacademic Task Achievement. Nonacademic Task Achievement correlated with both Interpersonal Relations stories and Academic Task Achievement correlated with Interpersonal Relations (Story Seven).

For fourteen-year-olds only Anxiety correlated with Authority (Story Ten).

None of the correlations were very high, the strongest being that between Nonacademic Task Achievement and (Story Four) Interpersonal Relations (.21) for ten-year-olds.

Correlations with Total Initiation ranged between .32 and .45 with the exception of Academic Task Achievement where the correlations were .27 and .24 for ten- and fourteen-year-olds respectively.

Like Initiation there were thirteen significant correlations for Implementation also out of a possible fifty-six for both age groups. Nine were for ten-year-olds and four for fourteen-year-olds. For both age groups Aggression correlated with Authority (Story Ten); Authority (Story Ten) correlated with both Interpersonal Relations stories; and Anxiety correlated with Nonacademic Task Achievement.

For ten-year-olds only Aggression correlated with Interpersonal Relations (Story Seven); Nonacademic Task Achievement correlated with Authority (Story Ten); and both Interpersonal Relations stories and Academic Task Achievement correlated with Authority (Story Ten).

None of the correlations were very large, the strongest being that between Aggression and (Story Ten) Authority (.26).

Correlation with Total Implementation ranged between .31 and .50 with Authority having the strongest relationship.

Although thirteen of the correlations out of the fifty-six were significant for Persistence most were of a very low magnitude ranging between .11 and .16. The only high correlations were between the two methods of measuring Persistence, .69 for ten-year-olds and .55 for fourteen-year-olds.

In all, for the Story Completion variables, fifty-four out of a possible two-hundred and twenty-four correlations were significant and almost all of these were of the order of .10 or .20. So, like the Sentence Completion variables, there would seem to be only a very weak relationship among the behavior areas for these four variables.

The same could be said of the correlations for Coping Effectiveness, with sixteen out of a possible fifty-six being significant, the range being between .10 and .25. Nine of the correlations were significant for ten-year-olds and seven for fourteen-year-olds.

For both age groups Aggression correlated with Authority (Story Ten), and Academic Task Achievement correlated with Authority (Story Two).

For ten-year-olds only, Aggression correlated with Interpersonal Relations (Story Seven); Interpersonal Relations (Story Four) correlated with Authority (Story Ten), Interpersonal Relations (Story Seven), Academic Task Achievement, and Nonacademic Task Achievement. Academic Task Achievement correlated with Interpersonal Relations (Story Seven), and Nonacademic Task Achievement correlated with Authority (Story Ten).

For fourteen-year-olds only, Anxiety correlated with Authority (Story Two), Interpersonal Relations (Story Seven), and Academic Task Achievement. Academic Task Achievement correlated with Authority (Story Ten), and Nonacademic Task Achievement correlated with Academic Task Achievement.

Thus, for both Coping Style dimensions and for Coping Effectiveness there would seem to be little or no relationship across behavior areas. What relationships did exist were stronger for ten- than for fourteen-year-olds but on the basis of the correlations obtained it would be difficult to place much weight on the hypotheses as they related to either age group.

Hypothesis: There will be positive relationships among the measures of the same Story Completion Affect dimension across the different behavior areas. (See Table 22)

In the Story Completion instrument it was possible to obtain two measures of Affect, one when the subject was presented with the problem and the second at the outcome of the problem.

For the first measure, twelve of the fifty-six possible correlations were significant, seven of them for ten-year-olds and five for fourteen-year-olds.

For both age groups Anxiety correlated with Interpersonal Relations (Story Four).

For ten-year-olds only, Nonacademic Task Achievement correlated with Anxiety, both Authority stories, and Academic Task Achievement; while Academic Task Achievement correlated with Authority (Story Two), and Interpersonal Relations (Story Seven).

For fourteen-year-olds only, Nonacademic Task Achievement correlated with Aggression. Authority (Story Ten) correlated with Interpersonal Relations (both stories), and Academic Task Achievement.

For ten-year-olds the strongest correlation (.25) was between Nonacademic and Academic Task Achievement while for fourteen-year-olds Nonacademic Task Achievement correlated .25 with Aggression.

When Affect Associated With The Outcome was considered there were even fewer significant correlations, nine out of a possible fifty-six, five for ten-year-olds and four for fourteen-year-olds.

For both age groups Nonacademic Task Achievement correlated with Interpersonal Relations (Story Seven) and Academic Task Achievement while, for ten-year-olds only, Aggression correlated with Authority (Story Two), Interpersonal Relations (Story Seven), Academic Task Achievement, and negatively with Authority (Story Ten).

For fourteen-year-olds only, Interpersonal Relations (Story Seven) correlated with Aggression and Interpersonal Relations (Story Four).

No correlations were particularly strong, the range being between .10 and .14.

Thus neither Affect in the face of the problem nor Affect at the Outcome had many relationships across behavior areas. In neither case could the hypothesis be accepted.

Hypothesis: There will be positive relationships among the Story Completion Total Affect measure and the Total Coping Style measures. (See Table 24)

Although there were few correlations across behavior areas for Affect when each of the Affect measures was correlated separately with the separate Coping Style dimensions all correlations involving Total scores for both age groups were significant.

For Affect Associated With The Problem the highest correlations for both age groups were those with Engagement, while for Affect Associated With The Outcome the highest correlations were with Coping Effectiveness. All correlations were strong however, the range being between .21 and .48 for ten-year-olds and between .21 and .39 for fourteen-year-olds.

Hypothesis: There will be a positive relationship among measures of the same Coping Style construct in the same behavior areas across the two projective instruments. (Table 25)

For the Engagement dimension only eight out of a possible eighty correlations were significant so the hypothesis must be rejected for this dimension. Of the eight significant correlations, four were for the ten-year-olds and four for the fourteen-year-olds. They ranged between .10 and .15.

For Coping Effectiveness three out of the sixteen possible correlations for both age groups were significant, two for the ten-year-old group and one for the fourteen-year-old group.

For ten-year-olds only, both instruments correlated .12 in the Interpersonal Relations area for Coping Effectiveness, while for Task Achievement they correlated .11. For fourteen-year-olds the instruments correlated .12 in the Task Achievement area.

The hypothesis cannot be accepted on the basis of these results.

Hypothesis: The Story Completion Affect measures will be positively related to the Sentence Completion Affect measures and negatively related to the Sentence Completion Negative Affect measures of the same behavior area. (Table 27)

This hypothesis must be rejected for Affect in the face of the problem as none of the correlations were significant.

It can also be rejected for Affect Associated With the Outcome as only two of the correlations were significant.

Hypothesis: The Sentence Completion and Story Completion Total measures of Coping Style dimensions will be positively related to the SAI Coping measures and negatively related to the SAI Defensive measures. (See Table 29)

There were a number of relationships between the three coping variables in the Sentence Completion instrument (Stance, Engagement, and Coping Effectiveness) and the types of responses to the Social Attitudes Inventory.

Thus Coping responses were correlated positively with the Sentence Completion variables while Defensive responses correlated negatively.

Ten out of the twelve possible positive correlations were significant and eleven out of the twelve possible negative ones were significant,also. For both age groups Active Coping was related to Stance and Coping Effectiveness, while Passive Coping was related to all three variables.

Active Defensive behavior was negatively related to all three variables, while Passive Defensive behavior was negatively related to Total Coping Effectiveness.

For ten-year-olds only, Passive Defensive behavior was negatively related to Stance; and for fourteen-year-olds only, it was negatively related to Engagement.

The strongest correlation was that between Active Coping and Total Stance.

Although the same type of relationship was hypothesized for the Story Completion instrument the results did not support such an assumption.

None of the variables had a significant relationship with Active Coping. Passive Coping had five significant correlations, four for fourteen-year-olds and one for ten-year-olds. For Active Defensive behavior, one ten-year-old and five fourteen-year-old results correlated negatively with Coping Effectiveness. There were no significant correlations involving Passive Defensive behavior.

Hypothesis: The SAI Coping scores will be positively related with the Story Completion Total Affect measures. (See Table 31)

This hypothesis must be rejected as only one correlation was significant and then only with a value of .10.

Hypothesis: The SAI Coping scores will be positively related with the Sentence Completion Total Positive Affect measure. (See Table 31)

This hypothesis must be rejected as only one correlation was significant and then only with a value of .11.

Hypothesis: The SAI Coping scores will be negatively related with the Sentence Completion Total Negative Affect measure. (See Table 31)

This hypothesis holds true for fourteen-year-olds only, both correlations being significant in the predicted direction. The stronger negative relationship is between Active Coping and Negative Affect.

Hypothesis: The SAI Defensive scores will be negatively related with the Story Completion Total Affect measures.

This hypothesis must be rejected as no correlations were significant.

Hypothesis: The SAI Defensive scores will be negatively related with the Sentence Completion Total Positive Affect measure.

This hypothesis must be rejected as no correlations were significant.

Hypothesis: The SAI Defensive scores will be positively related with the Sentence Completion Total Negative Affect measure. (See Table 31)

All four correlations were significant with those for fourteen-year-olds being stronger than those for ten-year-olds. The highest correlation was that between Negative Affect and Active Defensive behavior.

Hypothesis: The Occupational Values Intrinsic measures will be positively related with the Sentence and Story Total Coping dimension measures. (See Table 32)

The hypothesis must be rejected as there were only six significant correlations out of a possible forty-eight for both age groups for the Sentence Completion instrument. Of these six, four were for Total Coping, one for Stance, and one for Engagement.

The hypothesis must also be rejected for Story Completion where only twelve correlations were significant out of a possible one-hundred and twenty-eight for both age groups.

Hypothesis: The Occupational Values Intrinsic measures will be positively related with the SAI Coping measures. (See Table 33)

The hypothesis must be rejected for the SAI Coping measures as there were only five significant correlations out of a possible thirty-two.

Hypothesis: The Occupational Values Intrinsic measures will be negatively related with the SAI Defensive meansures.

For the SAI Active Defensive scores three Occupational Values had significant negative correlations for both age groups. These were Altruism, Self-Satisfaction, and Intellectual Stimulation.

For the SAI Passive Defensive scores, however, the hypothesis must be rejected as only three out of a possible sixteen correlations were significant, although all three were in the predicted direction.

Hypothesis: The Occupational Values Intrinsic measures will be positively related with the two Story Total Affect measures and the Sentence Total Positive Affect measure. (See Table 34)

This hypothesis must be rejected for both projective instruments, only four out of a possible thirty-two correlations being significant for the Story Completion instrument and only one out of a possible sixteen being significant for the Sentence Completion instrument.

Hypothesis: The Occupational Values Intrinsic measures will be negatively related with Sentence Completion Total Negative Affect measure. (See Table 34)

This hypothesis must be rejected as only two out of a possible sixteen correlations were significant and only one of these in the predicted direction.

Hypothesis: The Occupational Values Extrinsic measures will be negatively related with the Sentence and Story Total Coping dimension measures. (See Table 35)

Altogether eight out of forty-two correlations were significant for the Sentence Completion measures and five out of fifty-six for the Story Completion measures so this hypothesis must be rejected.

Hypothesis: The Occupational Values Extrinsic measures will be negatively related with the SAI Coping measures.

This hypothesis must be rejected as there were no significant correlations.

Hypothesis: The Occupational Values Extrinsic measures will be positively related with the SAI Defensive measures.

As for the Intrinsic values the only SAI measure that showed consistent significant correlations was Active Defensive behavior. Two values correlated significantly with it at both age levels, Prestige and Economic Returns.

Hypothesis: The Occupational Values Extrinsic measures will be negatively related with the two Story Total Affect measures and the Sentence Total Positive Affect measure. (See Table 37)

This hypothesis must be rejected for both projective instruments for the three Affect measures mentioned.

Hypothesis: The Occupational Values Extrinsic measures will be positively related with Sentence Total Negative Affect measure. (See Table 37)

This hypothesis must also be rejected as only two correlations were significant, one positive and one negative.

Hypothesis: The status level measures of Occupational Aspiration, Occupational Expectation and Educational Aspiration will be positively related with the Sentence and Story Total Coping dimensions. (See Table 38)

This hypothesis can be upheld for Sentence Completion at the ten-year-old level with all correlations being significant for Stance and Coping Effectiveness. There were no significant correlations for Engagement, however, and no fourteen-year-old correlations were significant.

With regard to Story Completion, only eleven out of the thirty-six possible correlations were significant and these were all small, none being greater than .13. It would seem, therefore, that the hypothesis should be rejected for the Story Completion instrument.

Hypothesis: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be positively related with the SAI Coping measures. (See Table 39)

The hypothesis must be rejected with only three correlations being significant.

Hypothesis: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the SAI Defensive measures. (See Table 39)

The hypothesis must be rejected as only one correlation was significant.

Hypothesis: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be positively related with the two Story Total Affect measures and the Sentence Positive Total Affect measure. (See Table 40)

With regard to Story Completion, there were no significant correlations for Affect Associated With The Outcome but for the other Affect measure five out of the six possible correlations were significant, the range being between .11 and .18.

The hypothesis must be rejected for Sentence Completion, there being no significant correlations.

Hypothesis: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with Sentence Total Negative Affect measure. (See Table 40)

The hypothesis must be rejected as there were no significant correlations.

PREDICTOR-CRITERION CORRELATIONS

Hypothesis: There will be positive relationships between the Aptitude Variable and the Achievement Variables. (Table 41)

Seven of the eight possible correlations for both age groups were significant, all of them in the expected direction. Four were for ten-year-olds and three for fourteen-year-olds, Peer BRS being significant only at the ten-year-old level. While Aptitude correlated with all three achievement measures for both age groups there were certain differences in the strength of correlations. While for ten-year-olds the range was very small indeed (between .53 and .57), for fourteen-year-olds it was between .29 and .62. Grade Point Average had the strongest correlation for ten-year-olds and Math had the strongest for the fourteen-year-olds.

The relationship between Peer BRS and Aptitude was much lower than for the other measures (.17 for ten-year-olds and not reaching the required significance level for fourteen-year-olds). The argument might be advanced that since this was a composite measure and included items on Authority and Interpersonal Relations it might be more logical to look only at the Peer BRS measure of Task Achievement and its relation to Aptitude. When this was done the value of the ten-year-old correlation did rise slightly to .22 but the fourteen-year-old correlation was still non-significant. It would seem therefore that the Peer BRS could be classified more as a behavior measure (what the child did) rather than a measure of actual abilities. This suggestion was supported perhaps by the low correlations between Peer BRS and Math, Reading, and Grade Point Average.

Hypothesis: There will be positive relationships between the Intrinsic Occupational Values and the Criterion measures.

Twenty-eight out of a possible sixty-four correlations for both age groups were significant, twenty-three of them positive and therefore in the expected direction,and five of them negative.

Fifteen of the ten-year-old correlations were positive and one of them negative, while eight of the fourteen-year-old correlations were positive and four of them negative.

For both age groups, Reading correlated positively with Independence. Grade Point Average also correlated positively with Independence but negatively with Esthetics. Peer BRS correlated positively with Altruism.

For ten-year-olds only, Math correlated with Altruism, Self-Satisfaction, Intellectual Stimulation, and the Total Intrinsic score. Reading correlated with Altruism, Self-Satisfaction, and Intellectual Stimulation. Grade Point Average correlated with Altruism, Self-Satisfaction, and the Total Intrinsic score while Peer BRS correlated with Self-Satisfaction and the Total Intrinsic score.

For fourteen-year-olds, only Math correlated positively with Independence and Creativity and negatively with Esthetics. Reading correlated with the Total Intrinsic score only. Peer BRS correlated positively with Intellectual Stimulation and Variety and negatively with Esthetics and Independence.

The strongest correlation for ten-year-olds was that of Peer BRS with Altruism while for fourteen-year-olds it was between Reading and Independence.

For ten-year-olds two values (Altruism and Self-Satisfaction) correlated with all four criterion measures while the Total Intrinsic correlated with three of them.

For fourteen-year-olds only, one value (Independence) correlated with all four measures but one of these correlations, that with Peer BRS, was negative and did not, therefore, support the hypothesis.

Management did not correlate with any of the measures and Creativity and Variety each had only one significant correlation.

The bulk of the correlations supported the hypothesis but there was one notable exception and that was Esthetics which correlated negatively with all four criterion measures.

Hypothesis: There will be negative relationships between the Extrinsic Occupational Values and the Criterion measures. (See Table 43)

Twenty out of the fifty-six possible correlations for both age groups were significant, five of them positive and nine of them negative. Only one of the correlations was for fourteen-year-olds, so the hypothesis must be rejected for this age group.

For the ten-year-olds, nine of the significant correlations supported the hypothesis whereas four correlations were positive. Math correlated negatively with Prestige and Pleasant Surroundings, and positively with Security. Reading correlated negatively with Prestige and Economic Returns, and positively with Security and Pleasant Associates. Grade Point Average correlated negatively with Prestige, Economic Returns, Pleasant Surroundings, and Work like that of the Father; and positively with Security. The Peer BRS correlated negatively with Economic Returns, Pleasant Surroundings, and Work like that of the Father.

The range of correlations for ten-year-olds was between -.17 and + .14, the strongest correlations being those between Prestige with Math, Reading, and Grade Point Average.

As with the Intrinsic values, the hypothesis could not be strongly accepted on the basis of these results but it could not be rejected either. With the exception of two values (Security and Pleasant Associates), the significant correlations were in the expected direction. There was no value which correlated with all of the criterion measures but Security, Prestige, Economic Returns, and Pleasant Surroundings correlated negatively with three of them.

Success was the only value with no significant correlations either negative or positive.

Hypothesis: There will be positive relationships between the status levels of Occupational Aspiration, Occupational Expectation, and Educational Aspiration and the Criterion measures. (See Table 44)

Twenty-two out of the twenty-four results were significant, all of them being positive. All of the ten-year-old and ten of the fourteen-year-old correlations were significant. For both age groups Math, Reading and Grade Point Average correlated with Occupational Aspiration, Occupational Expectation, and Educational Aspiration. The Peer BRS was correlated with Educational Aspiration. For ten-year-olds only, Peer BRS correlated with Occupational Aspiration and Occupational Expectation.

The strongest correlation for ten-year-olds was between Reading and Occupational Expectation, while for fourteen-year-olds it was between Reading and Educational Aspiration. The range was between .17 and .34 for ten-year-olds and between .13 and .45 for fourteen-year-olds. If the Peer BRS measure was not included the range was smaller (between .24 and .34 for ten-year-olds and between .20 and .45 for fourteen-year-olds). The weakest correlations were those with the Peer BRS.

The hypothesis was strongly supported at both age levels by three of the criterion measures and less strongly by the Peer BRS correlations. Reading had the highest correlations for both age groups.

If only the academic item of the Peer BRS instrument was used, correlations were higher and all were significant for fourteen- as well as for ten-year-olds.

Hypothesis: There will be negative relationships between the Occupational Interest Discrepancy score and the Criterion measures. (See Table 45)

The hypothesis must be rejected as only two out of a possible thirty-two correlations for both age groups were significant.

Hypothesis: There will be a positive relationship between the SAI Active and Passive Coping measures and the Criterion measures. (See Table 46)

The hypothesis must be rejected. Only three out of a possible sixteen correlations were significant and only one of these was in the expected direction.

Hypothesis: There will be a negative relationship between the SAI Active and Passive Defensive measures and the Criterion measures. (See Table 46)

The hypothesis was supported to the extent that eight out of the sixteen possible correlations were significant, all of them in the expected direction. Five of the correlations were for ten-year-olds and three for fourteen-year-olds. For both age groups Passive Defensive behavior correlated negatively with Math; while Active Defensive behavior correlated negatively with Reading and Peer BRS. For ten-year-olds only, Active Defensive behavior correlated with Grade Point Average and Passive Defensive behavior correlated with Reading.

Hypothesis: There will be a positive relationship between the Criterion measures and the Sentence Completion Coping Style variables in the different areas of behavior.

There were few positive relationships between the criterion measures and the Sentence Completion Coping Style variables (only eight out of a possible forty for Stance, five being for ten-year-olds and three for fourteen-year-olds). For Engagement only, three out of a possible forty were significant. On individual stories then, the hypothesis must be rejected for both age groups. For ten-year-olds, however, Total Stance did correlate significantly with three of the criterion measures: Math, Reading, and Grade Point Average; while for fourteen-year-olds it correlated with Grade Point Average and Peer BRS. However for Total Engagement there was only one significant correlation with Reading.

The number of significant correlations between Coping Effectiveness and the criterion measures varied greatly from behavior area to behavior area. For Anxiety and Aggression there were no significant correlations at all. For Authority there were three; for Task Achievement there were four; and for Interpersonal Relations there were five significant correlations.

In the three behavior areas where significant correlations occurred there were clear age differences. Ten-year-olds showed significant correlations for the Interpersonal Relations and Task Achievement areas with Math, Reading, and Grade Point Average. Fourteen-year-olds, on the other hand, had significant correlations with Peer BRS only in the case of Task Achievement, and with Peer BRS and Reading in the case of Interpersonal Relations. The same trend occurred in the Authority area, ten-year-olds having significant correlations for Math and Reading, while the only significant correlation for the fourteen-year-olds was for Peer BRS. The same trend also occurred for Total Coping Effectiveness. Ten-year-olds had significant correlations with Math, Reading, and Grade Point Average; while fourteen-year-olds had significant correlations with the Peer BRS Grade Point Average.

For certain behavior areas and for the Total Coping Effectiveness score the hypothesis can be accepted for ten-year-olds for the three achievement criteria but must be rejected for the Peer BRS measure. The opposite would seem to hold true for the fourteen-year-old group with the hypothesis being rejected for the three achievement criteria but accepted for the Peer BRS measure but only, of course, in the behavior areas already indicated.

Hypothesis: There will be a positive relationship between the Sentence Completion Attitude measures and the Criterion measures. (See Table 50)

Only six out of a possible twenty-four correlations were significant, none of these occurring in the Interpersonal Relations behavior area.

The Peer BRS seemed to be the important criterion measure here. It had significant correlations for both age groups with Attitude Toward Authority, Attitude Toward Task Achievement, and the Total Attitude score. These correlations ranged between .10 and .21 with the higher correlations being for fourteen-year-olds.

Hypothesis: There will be a positive relationship between the Sentence Completion Positive Affect variables and the Criterion measures. (See Table 51)

When individual behavior areas were examined there was only one significant correlation out of the twenty-four possible and only two for the Total Positive Affect score, so this hypothesis must be rejected.

Hypothesis: There will be a negative relationship between the Sentence Completion Negative Affect variables and the Criterion measures. (See Table 51)

This hypothesis must also be rejected as only four of the correlations were significant of which only three were in the expected direction.

Hypothesis: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimensions. (See Tables 52-56)

The results of these correlations did little to support the hypothesis as far as Engagement was concerned. Math had three correlations out of sixteen, Reading four out of sixteen, Grade Point Average five, and Peer BRS had only four.

While no individual story had more than three correlations with the criterion measures the Total Engagement score had only one (with Peer BRS).

It should be noted that Reading and Grade Point Average for ten-year-olds had significant correlations with Aggression, Authority (Story Ten), Interpersonal Relations (Story Seven), and Academic Task Achievement.

The picture for Initiation was slightly better in some respects. Initiation in the Academic Task Achievement area correlated significantly with Math, Reading, and Grade Point Average, the stronger correlations being for the fourteen-year-old group. For Interpersonal Relations and Aggression, Initiation correlated significantly with all the criterion measures but only in the ten-year-old sample. Initiation correlated significantly with only one criterion measure in the behavior areas of Nonacademic Task Achievement, Interpersonal Relations (Story Four) and Authority (Story Two). Anxiety had no significant correlations.

Thus for Reading and Grade Point Average the hypothesis could be accepted at the ten-year-old level for four behavior areas: Aggression, Authority (Story Ten), Interpersonal Relations (Story Seven), and Academic Task Achievement. For fourteen-year-olds, however, only Academic Task Achievement showed consistent significant relationships with the criterion measures.

For Implementation the situation was very similar to that of Initiation. Ten-year-olds had significant correlations on all the criterion measures for Aggression, Authority (Story Ten), Interpersonal Relations (Story Seven) and Total Implementation, and with all but Peer BRS on Academic Task Achievement. It could not be said that the hypothesis was supported at the fourteen-year-old level as only two out of a possible thirty-two correlations were significant.

For Persistence the same pattern for ten-year-olds was again apparent for Authority (Story Ten) and Interpersonal Relations (Story Seven). However for Aggression the correlation with Math was not significant and for Academic Task Achievement the correlations with Math and Peer BRS were not significant.

The only story for which significant correlations existed in the fourteen-year-old sample was Interpersonal Relations (Story Four) where Persistence correlated with Math, Reading, and Grade Point Average.

With regard to Coping Effectiveness, the hypothesis had to be rejected as there were very few significant correlations. However, for Total Coping Effectiveness, all correlations for ten-year-olds only were significant.

Hypothesis: There will be a positive relationship between the Criterion measures and the Story Completion Affect dimensions. (See Tables 57-58)

As with the Coping Style dimensions, Affect in certain stories showed more relationships with the criterion measures than it did in other behavior areas.

Authority (Story Two) and Academic Task Achievement had no correlations while Authority (Story Ten) and Interpersonal Relations (Story Seven) had only one and Nonacademic Task Achievement had only two.

What was interesting about the correlations that were significant was the fact that almost all of them were negative. In other words, the more Affect shown by a child when faced with a problem the lower his score on the criterion measures. The exception was for Aggression where fourteen-year-old correlations were negative but the two significant ten-year-old correlations (with Reading and Grade Point Average) were positive. However, for all other stories ten-year-old correlations were negative and the hypothesis must therefore be rejected.

On Affect connected with the outcome the hypothesis must also be rejected, but in this case because of the small number of significant correlations.

Hypothesis: There will be a positive relationship among the Parent/Child Interaction items. (See Table 60)

Because the Parent/Child Interaction items have certain common variables there will be a tendency for correlations to be inflated. Bearing this fact in mind the hypothesis can be partially accepted as eight out of the possible twelve correlations for both age groups were significant. There were no significant correlations between Parent Interaction and Self-Image or between Mother/Interaction and Father/Interaction.

The range for ten-year-olds was between .30 and .69 and for fourteen-year-olds was between .23 and .67. The strongest correlations for both age groups were those between Parent Interaction and Father/Child Interaction.

Hypothesis: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority Attitude measure of the Sentence Completion Instrument. (See Table 61)

This hypothesis can be accepted for both age groups only for the Self-Image item, suggesting that children who have a positive attitude towards Authority figures in general will also consider that their paretns hold a positive view of them.

Hypothesis: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Coping Style measures of the same instrument. (See Table 61)

For fourteen-year-olds only, both Stance and Engagment had positive correlations with Self-Image, while Stance correlated also with the Mother/Child Interaction item. However, the hypothesis must be rejected completely for ten-year-olds as there were no significant correlations.

Hypothesis: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and Coping Effectiveness as measured by the same instrument.

For both age groups Self-Image correlated positively with Coping Effectiveness with Authority problems and for fourteen-year-olds only, Mother/Child Interaction correlated positively with Total Coping Effectiveness.

Hypothesis: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Positive Affect measure of Authority on the same instrument. (See Table 61)

The hypothesis must be rejected as only one correlation for each age group was significant, neither being very large.

Hypothesis: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority Negative Affect measure. (See Table 61)

This hypothesis must be rejected as none of the correlations were significant.

Hypothesis: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and Total Attitude. (See Table 62)

This hypothesis can be accepted for both age groups only for the Self-Image item.

Hypothesis: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Coping Style measures. (See Table 62)

For both age groups Self-Image correlated with Total Stance and Total Engagement while for fourteen-year-olds only, Total Stance and Total Engagement correlated with the Mother/Child Interaction item.

Hypothesis: There will be a positive relationship between the Parent/Child Interaction Items and Total Coping Effectiveness.

The hypothesis must be rejected as only two of the correlations were positive and one of them negative.

Hypothesis: There will be a positive relationship between the Parent/Child Interaction items and Total Positive Affect. (62)

The hypothesis must be rejected as one of the correlations were significant.

Hypothesis: There will be a negative relationship between the Parent/Child Interaction items and Total Negative Affect.

The hypothesis must be rejected as none of the correlations were significant.

When total scores are taken only two of the Parent/Child Interaction items produced consistent scores for the fourteen-year-old group. These were Self-Image and Mother/Child Interaction with Total Attitude, Stance, Engagement, and Coping Effectiveness which all produced significant results. For ten-year-olds only the Self-Image item showed a consistent trend and even here the correlation with Coping Effectiveness was not significant. It should be noted that no correlations with Affect (either Positive or Negative) were significant.

Hypothesis: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Story Completion Coping Effectiveness scores for the two Authority stories. (See Table 63)

The hypothesis can be immediately rejected for Story Two as none of the correlations were significant.

For Story Ten, Self-Image again produced significant correlations for both age groups but it was only for this item that the hypothesis could be accepted.

Hypothesis: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Attitude Towards Authority measures of the Story Completion. (See Table 64)

This hypothesis must be rejected as there were only two significant correlations, one positive and one negative.

Hypothesis: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Coping Style scores of the Story Completion.

This hypothesis must be rejected as only five out of thirty-two possible correlations for both age groups were significant and all of a very low order (either .11 or .12) with Persistence having no significant correlations at all.

Hypothesis: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and Coping Effectiveness of the Story Completion. (Table 65)

This hypothesis must be rejected as only one correlation was significant.

Hypothesis: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and Affect Scale Scores of the Story Completion. (Table 65)

The hypothesis must be rejected for both measures of Affect as there were no significant correlations for Affect Tone 1st and only three for Affect Tone 2nd, one being negative.

Hypothesis: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Active and Passive Coping scores from the SAI instrument. (See Table 66)

This hypothesis must be rejected as only four out of a possible sixteen correlations for both age groups were significant.

Hypothesis: There will be a negative relationship between the Parent/Child Interaction items from the Sentence Completion and Active and Passive Defensive scores from the SAI instrument. (See Table 66)

This hypothesis must also be rejected as only two correlations were significant although both were in the expected direction.

Hypothesis: There will be a positive relationship between the Father/Child Interaction item from the Sentence Completion and the Occupational Value: 'Follow Father'.(See Table 67)

This hypothesis was significant only at the ten-year-old level and in view of the smallness of the correlation (.10), it would seem that the hypothesis should be rejected for both age groups.

Hypothesis: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Intrinsic Occupational Values. (See Table 68)

This hypothesis can be rejected for all four items as there were only six significant correlations out of a possible sixty-four, four of them positive and two of them negative.

Hypothesis: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Extrinsic Occupational Values. (See Table 69)

This hypothesis was supported by only five out of a possible sixty-four correlations. There were six other correlations but they were positive. The hypothesis then must be rejected.

Hypothesis: There will be a negative relationship between the Father/Child Interaction item and the Discrepancy scores for: (a) Father's Occupation/Child's Aspiration and (b) Father's Aspiration for Child/Child's Aspiration. (T.70)

This hypothesis must be rejected as none of the correlations were significant.

Hypothesis: There will be a negative relationship between the Mother/Child Interaction item and the Discrepancy score for Mother's Aspiration for Child/Child's Aspiration. (T.70)

This hypothesis must also be rejected as none of the correlations were significant.

Hypothesis: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Aptitude and Achievement measures. (See Table 71)

This hypothesis must be rejected as only four correlations were significant, two of them positive and two of them negative.

Hypothesis: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and both the Peer BRS Authority item and the Peer BRS Summary Score. (See Table 72)

This hypothesis must be rejected for three of the items (Self-Image, Parent/Child Interaction, and Father/Child Interaction) as none of the correlations were significant. However, for Mother/Child Interaction all correlations were significant though none were of a particularly high order, the range being between .10 and .17.

Hypothesis: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and both the Self-Rating Authority score and the Summary score for the BRS. (See Table 73)

The hypothesis must be rejected as only three correlations were significant and all were small.

FIGURE 3

ENGLAND TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 1: There will be positive relationships among the achievement criterion measures.

INSTRUMENTS: Math-Reading-Grade Point Average
VARIABLES: Same

	2		3		4	
	MATH		READING		G.P.A.	
	10	14	10	14	10	14
2 MATH			.63	.58	.59	.41
3 READING	.63	.58			.65	.37
4 GRADE POINT AVERAGE	.59	.41	.65	.37		

HYPOTHESIS 2: There will be positive relationships among the achievement and the Peer BRS criterion measures.

INSTRUMENTS: Math-Reading-Grade Point Average Peer BRS
VARIABLES: Same

	5		6		7		8		9		10		11		12	
	BRS 1		BRS 2		BRS 3		BRS 4		BRS 5		BRS 6		BRS 7		BRS 1 - 4	
	TA - A		TA - NA		AUTHORITY		IPR		ANXIETY		AGGRESSION		AGGRESSION		TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	.34	.17	.14		.25		.17	.10	.16				.18		.28	.12
3 READING	.30	.10	.12	-.11	.20		.17		.17				.18		.24	
4 GRADE POINT AVERAGE	.30	.44			.21	.39	.16	.24	.12				.14	.12	.23	.38

HYPOTHESIS 3: There will be positive relationships among the intrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Intrinsic Values

	21		22		23		24		26		27		28		34	
	OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.	
	ALTRUISM		ESTHETICS		INDEPEN.		MANAGEMENT		SELF-SATIS		INTEL.STIM		CREATIVITY		VARIETY	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
21 ALTRUISM				-.16			.23	.11	.21	.23			-.10	-.22		
22 ESTHETICS		.16					-.13	-.17	-.24	-.15		-.13			-.12	-.12
23 INDEPENDENCE								-.14			-.13	-.14	-.16			
24 MANAGEMENT	.23	.11	-.13	-.17		-.14							-.10			
26 SELF-SATISFACTION	.21	.23	-.24	-.15							10		-.30	-.32		
27 INTELLECTUAL STIMULATION				-.13	-.13	-.14			.10					.14	.47	.45
28 CREATIVITY	-.10	-.22			-.16		-.10		-.30.	-.32		.14				
34 VARIETY			-.12	-.12							.47	.45				
36 INTRINSIC TOTAL	.47	.39	.27	.33	.21	.25	.33	.14	.20	.21	.50	.45	.23	.32	.42	.45

HYPOTHESIS 4: There will be positive relationships among the extrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Extrinsic Values

	25		29		30		31		32		33		35	
	OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.	
	SUCCESS		SECURITY		PRESTIGE		ECON.RET.		SURROUND.		ASSOCIATES		FOL.FATHER	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14
25 SUCCESS					-.11			.16			-.13	-.24	-.10	-.15
29 SECURITY					-.26	-.23				.12				
30 PRESTIGE	-.11		-.26	-.23			.36	.32	-.21	-.33	-.21	-.25		
31 ECONOMIC RETURNS		.16			.36	.32				-.13	-.20	-.17		
32 SURROUNDINGS				.12	-.21	-.33		-.13			.29	.40	-.13	-.12
33 ASSOCIATES	-.13	-.24			-.21	-.25	-.20	-.17	.29	.40			-.14	-.13
35 FOLLOW FATHER	-.10	-.15							-.13	-.12	-.14	-.13		
37 EXTRINSIC TOTAL	.19	.30	.23	.41	.35	.31	.56	.58	.26	.24	.13	.17	.45	.33

FIGURE 3
ENGLAND TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 5: There will be negative relationships among the intrinsic and extrinsic Occupational Values

INSTRUMENTS: Occupational Values
VARIABLES: Intrinsic and Extrinsic Values

	21 OCC. VAL. ALTRUISM		22 OCC. VAL. ESTHETICS		23 OCC. VAL. INDEPEN.		24 OCC. VAL. MANAGEMENT		26 OCC. VAL. SELF-SATIS		27 OCC. VAL. INTEL.STIM		28 OCC. VAL. CREATIVITY		34 OCC. VAL. VARIETY		36 INTRINSIC TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
25 SUCCESS		-.12	-.19	-.21					.12				-.15		-.12	-.11	-.19	-.30
29 SECURITY			-.18	-.32		-.10	-.14	-.14	.22	.12	-.10		-.15	-.23		-.14	-.23	-.41
30 PRESTIGE	-.29	-.18	.11		-.21	-.16	-.17		-.35	-.32	-.12	-.25	.11	.13	-.14	-.21	-.35	-.31
31 ECONOMIC RETURNS	-.41	-.36			-.17	-.12	-.10		-.22	-.33	-.28	-.31			-.24	-.28	-.56	-.58
32 SURROUNDINGS	-.12						-.11	-.15			-.18	-.15	-.25	-.25			-.26	-.24
33 ASSOCIATES	.12				.11	.19	-.15	-.18		.16	-.10	-.10	-.28	-.33			-.13	-.17
35 FOLLOW FATHER	-.23	-.17		-.13		-.26			-.21		-.29				-.26	-.16	-.45	-.33
37 EXTRINSIC TOTAL	-.47	-.39	-.22	-.33	-.21	-.25	-.33	-.14	-.20	-.21	-.50	-.45	-.23	-.32	-.42	-.45	-.79	-1.0

HYPOTHESIS 6: There will be positive relationships among the status levels of occupational aspiration, occupational expectation, and educational aspiration measures.

INSTRUMENTS: Occupational Interests
VARIABLES: Occupational Aspiration, Occupational Expectation, Educational Aspiration

	38* OCC. ASPIRATION		39* OCC. EXPECT.		109* ED. ASPIRATION	
	10	14	10	14	10	14
38 OCCUPATIONAL ASPIRATION			.78	.70	.29	.47
39 OCCUPATIONAL EXPECTATION	.78	.70			.28	.46
109 EDUCATIONAL ASPIRATION	.29	.47	.28	.46		

*Remember that these Variables are reversed. Thus any correlations involving these Variables if positive are actually negative correlations and if negative are actually positive correlations.

HYPOTHESIS 7: There will be positive relationships among the Occupational Interests discrepancy measures.

INSTRUMENTS: Occupational Interests
VARIABLES: Discrepancy Measures

	40 OCC.INT. EXP./ASP.		41 OCC.INT. F.OCC/ASP.		42 OCC.INT. F.ASP/ASP.		43 OCC.INT. M.ASP/ASP.	
	10	14	10	14	10	14	10	14
40 EXPECTATION/ ASPIRATION			.22	.37	.30	.40	.12	.44
41 FATHER OCC. ASPIRATION	.22	.37			.30	.45	.38	.41
42 FATHER ASP./ ASPIRATION	.30	.40	.30	.45			.77	.74
43 MOTHER ASP./ ASPIRATION	.12	.44	.38	.41	.77	.74		

HYPOTHESIS 8: There will be: (1) a positive relationship between the SAI active and passive coping measures, (2) a positive relationship between the SAI active and passive defensive measures, and (3) a negative relationship among the SAI coping and defensive measures.

INSTRUMENTS: Social Attitudes Inventory
VARIABLES: Active and Passive Coping and Defensive Measures

	44 SAI ACT. COP.		45 SAI PASS. COP.		46 SAI ACT. DEFEN		47 SAI PASS.DEFEN	
	10	14	10	14	10	14	10	14
44 ACTIVE COPING			.37	.26				
45 PASSIVE COPING	.37	.26				-.10	.17	.17
46 ACTIVE DEFENSIVE				-.10			.29	.26
47 PASSIVE DEFENSIVE			.17	.17	.29	.26		

HYPOTHESIS 9: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Stance

	48 STANCE AGGRESSION		54 STANCE AUTHORITY		60 STANCE ANXIETY		66 STANCE IPR		73 STANCE TASK ACH.	
	10	14	10	14	10	14	10	14	10	14
48 AGGRESSION			.23	.16	.14	.11			.13	
54 AUTHORITY	.23	.16			.13	.11			.12	.21
60 ANXIETY	.14	.11	.13	.11				.10	.14	
66 INTERPERSONAL RELATIONS						.10				
73 TASK ACHIEVEMENT	.13		.12	.21	.14					
80 STANCE TOTAL	.45	.36	.65	.65	.54	.49	.36	.37	.62	.66

FIGURE 3
ENGLAND TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 10: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Engagement

		49 ENGAGEMENT AGGRESSION		55 ENGAGEMENT AUTHORITY		61 ENGAGEMENT ANXIETY		67 ENGAGEMENT IPR		74 ENGAGEMENT TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
49	AGGRESSION									.10	
55	AUTHORITY								.12	.10	
61	ANXIETY										
67	INTERPERSONAL RELATIONS				.12						
74	TASK ACHIEVEMENT	.10		.10							
81	ENGAGEMENT TOTAL	.29	.23	.48	.56	.44	.44	.42	.50	.69	.59

HYPOTHESIS 11: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Coping Effectiveness

		50 COP. EFF. AGGRESSION		56 COP. EFF. AUTHORITY		62 COP. EFF. ANXIETY		68 COP. EFF. IPR		75 COP. EFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
50	AGGRESSION			.20	.23	.16	.13	.15	.16		
56	AUTHORITY	.20	.23			.18	.16	.24	.23	.24	.26
62	ANXIETY	.16	.13	.18	.16			.13	.14	.17	.13
68	INTERPERSONAL RELATIONS	.15	.16	.24	.23	.13	.14			.17	.22
75	TASK ACHIEVEMENT			.24	.26	.17	.13	.17	.22		
82	COPING EFF. TOTAL	.40	.39	.67	.67	.56	.53	.61	.62	.63	.65

HYPOTHESIS 12: There will be positive relationships among the Sentence Completion attitude measures across behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Attitude Measures

		53 ATTITUDE AUTHORITY		65 ATTITUDE IPR		72 ATTITUDE TASK ACH.	
		10	14	10	14	10	14
53	AUTHORITY			.26	.36	.31	.39
65	INTERPERSONAL RELATIONS	.26	.36			.16	.18
72	TASK ACHIEVEMENT	.31	.39	.16	.18		
79	ATTITUDE TOTAL	.74	.80	.69	.72	.69	.67

HYPOTHESIS 13: There will be positive relationships among measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Negative Affect

		51 NEG. AFF. AGGRESSION		57 NEG. AFF. AUTHORITY		69 NEG. AFF. IPR		76 NEG. AFF. TASK ACH.	
		10	14	10	14	10	14	10	14
51	AGGRESSION			.17	.20		.20	.13	
57	AUTHORITY	.17	.20			.24	.18	.19	.24
69	INTERPERSONAL RELATIONS		.20	.24	.18			.23	.23
76	TASK ACHIEVEMENT	.13		.19	.24	.23	.23		
83	NEG. AFFECT TOTALS	.41	.46	.74	.70	.66	.65	.53	.56

HYPOTHESIS 14: There will be positive relationships among measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Positive Affect

		59 POS. AFF. AUTHORITY		71 POS. AFF. IPR		78 POS. AFF. TASK ACH.	
		10	14	10	14	10	14
59	AUTHORITY					-.10	
71	INTERPERSONAL RELATIONS						
78	TASK ACHIEVEMENT	-.10					
100	POS. AFF. TOTAL	.27	.23	.11		.92	.98

FIGURE 3
ENGLAND TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 15: There will be a positive relationship between the total attitude measure and the total positive affect measure. There will be negative relationships between the total attitude measures and the total negative affect measure.

INSTRUMENTS: Sentence Completion
VARIABLES: Total Attitude and Affect Measures

	83		100		79	
	NEG. AFF. TOTAL		POS. AFF. TOTAL		ATTITUDE TOTAL	
	10	14	10	14	10	14
83 NEGATIVE AFF. TOTAL				-.15		-.25
100 POSITIVE AFF. TOTAL		-.15				
79 ATTITUDE TOTAL		-.25				

HYPOTHESIS 16: There will be positive relationships among the total amount of positive affect and the total attitude measure with coping score totals. There will be negative relationships among the total amount of negative affect expressed and the total attitude mean with the coping score totals.

INSTRUMENTS: Sentence Completion
VARIABLES: Affect & Attitude by Coping Totals

	100		83		79	
	POSITIVE TOTAL		NEGATIVE TOTAL		ATTITUDE TOTAL	
	10	14	10	14	10	14
80 TOTAL STANCE		.24	-.37	-.46	.25	.24
81 ENGAGEMENT	-.10		-.30	-.30	.19	.18
82 COPING	.14	.28	-.75	-.77	.30	.34

HYPOTHESIS 17: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Engagement

	148		154		137		138		125		126		111		119	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
148 AGGRESSION							.18	.16			.19	.11	.10			
154 ANXIETY												.11				
137 AUTHORITY													.14			
138 AUTHORITY	.18	.16									.16	.16	.14		.15	
125 INTERPERSONAL RELATIONS											.11				.22	.10
126 INTERPERSONAL RELATIONS	.19	.11		.11			.16	.16	.11						.16	
111 ACADEMIC TASK ACH.	.10				.14		.14									
119 NONACADEMIC TASK ACH.							.15		.22	.10	.16					
90 ENGAGEMENT TOTAL	.44	.43	.34	.43	.41	.37	.41	.36	.29	.24	.40	.45	.47	.43	.31	.39

HYPOTHESIS 18: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Initiation

	149		155		139		140		127		128		112		120	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
149 AGGRESSION							.15	.10			.25				.12	
155 ANXIETY								.14	.12	.12						
139 AUTHORITY																
140 AUTHORITY	.15	.10		.14							.20		.12		.12	
127 INTERPERSONAL RELATIONS			.12	.12											.21	
128 INTERPERSONAL RELATIONS	.25						.20						.10		.15	
112 ACADEMIC TASK ACH.							.12				.10					
120 NONACADEMIC TASK ACH.	.12						.12		.21		.15					
91 INITIATION TOTAL	.43	.39	.32	.39	.38	.38	.37	.42	.33	.32	.45	.45	.27	.24	.35	.38

FIGURE 3

ENGLAND TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 19: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Implementation

		150		156		141		129		130		113		121	
		Story 8		Story 5		Story 10		Story 4		Story 7		Story 1		Story 6	
		AGGRESSION		ANXIETY		AUTHORITY		IPR		IPR		A - TA		NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
150	AGGRESSION					.26	.17			.26					
156	ANXIETY													.11	.12
141	AUTHORITY	.26	.17					.11	.12	.22	.11	.15		.16	
129	INTERPERSONAL RELATIONS					.11	.12							.17	
130	INTERPERSONAL RELATIONS	.26				.22	.11							.11	
113	ACADEMIC TASK ACH.					.15									
121	NONACADEMIC TASK ACH.			.11	.12	.16		.17		.11					
92	IMPLEMENTATION TOTAL	.44	.41	.31	.35	.50	.46	.33	.30	.48	.48	.36	.37	.39	.40

HYPOTHESIS 20: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Persistence

		153		159		146		135		136		116		117		124	
		Story 8		Story 5		Story 10		Story 4		Story 7		Story 1		Story 1		Story 6	
		AGGRESSION		ANXIETY		AUTHORITY		IPR		IPR		A - TA		A - TA		NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
153	AGGRESSION									.15						.12	
159	ANXIETY							.15					.12				.16
146	AUTHORITY									.12			.12				.12
135	INTERPERSONAL RELATIONS			.15						.13							
136	INTERPERSONAL RELATIONS	.15				.12		.13				.11				.13	
116	ACADEMIC TASK ACH.				.12		.12			.11				.69	.55		
117	ACADEMIC TASK ACH.											.69	.55				
124	NONACADEMIC TASK ACH.	.12			.16		.12			.13							
95	PERSISTENCE TOTAL	.30	.35	.42	.48	.27	.40	.29	.30	.40	.39	.49	.60	.28	.32	.31	.40

HYPOTHESIS 21: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Coping Effectiveness

		107		104		102		108		103		106		101		105	
		Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6	
		AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
107	AGGRESSION							.19	.20			.25					
104	ANXIETY						.10						.10		.10		
102	AUTHORITY				.10									.12	.10		
108	AUTHORITY	.19	.20							.11		.21			.12		
103	INTERPERSONAL RELATIONS							.11				.24		.11		.16	
106	INTERPERSONAL RELATIONS	.25			.10			.21		.24				.10			
101	ACADEMIC TASK ACH.				.10	.12	.10		.12	.11		.10					.12
105	NONACADEMIC TASK ACH.									.16					.12		
96	COPING EFF. TOTAL	.49	.44	.22	.37	.30	.34	.52	.47	.36	.25	.55	.46	.45	.53	.40	.43

FIGURE 3
ENGLAND TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 22: There will be positive relationships among the measures of the same Story Completion affect dimension across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Problem Affect

	151 Story 8 AGGRESSION		157 Story 5 ANXIETY		142 Story 2 AUTHORITY		143 Story 10 AUTHORITY		131 Story 4 IPR		132 Story 7 IPR		114 Story 1 A - TA		122 Story 6 NA - TA	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
151 AGGRESSION																.25
157 ANXIETY									.21	.11	.11				.12	
142 AUTHORITY													.13		.19	
143 AUTHORITY										.13		.14		.13	.11	
131 INTERPERSONAL RELATIONS			.21	.11				.13								
132 INTERPERSONAL RELATIONS			.11					.14					.12			
114 ACADEMIC TASK ACH.					.13			.13			.12				.25	
122 NONACADEMIC TASK ACH.		.25	.12		.19		.11						.25			
93 PROBLEM AFF. TOTAL	.20	.38	.52	.47	.26	.37	.48	.44	.26	.39	.45	.42	.31	.30	.47	.39

HYPOTHESIS 23: There will be positive relationships among the measures of the same Story Completion affect dimension across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Outcome Affect

	152 Story 8 AGGRESSION		158 Story 5 ANXIETY		144 Story 2 AUTHORITY		145 Story 10 AUTHORITY		133 Story 4 IPR		134 Story 7 IPR		115 Story 1 A - TA		123 Story 6 NA - TA	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
152 AGGRESSION					.12							.14				
158 ANXIETY																
144 AUTHORITY	.12															
145 AUTHORITY											-.12					
133 INTERPERSONAL RELATIONS												.13				
134 INTERPERSONAL RELATIONS		.14					-.12			.13			.11		.12	.12
115 ACADEMIC TASK ACH.											.11				.11	.10
123 NONACADEMIC TASK ACH.											.12	.12	.11	.10		
94 OUTCOME AFF. TOTAL	.20	.37	.13	.14	.40	.38	.13	.30	.43	.45	.39	.49	.31	.37	.30	.40

HYPOTHESIS 24: There will be positive relationships among the Story Completion total affect measure and the total coping style measures.

INSTRUMENTS: Story Completion
VARIABLES: Affect Measures by C
Style Measures

	90 ENGAGEMENT TOTAL		91 INITIATION TOTAL		92 IMPLEMENT. TOTAL		95 PERSIST. TOTAL		96 COPING EFF TOTAL	
	10	14	10	14	10	14	10	14	10	14
93 PROBLEM AFF.	.48	.39	.32	.27	.34	.23	.34	.24	.38	.35
94 OUTCOME AFF.	.30	.27	.21	.21	.25	.27	.14	.21	.40	.38

HYPOTHESIS 25: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Engagement by Engage

	148 Story 8 AGGRESSION		154 Story 5 ANXIETY		137 Story 2 AUTHORITY		138 Story 10 AUTHORITY		125 Story 4 IPR		126 Story 7 IPR		111 Story 1 A - TA		119 Story 6 NA - TA		90 ENGAGEMENT TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
49 AGGRESSION		.15					.10				.13							
55 AUTHORITY																		
61 ANXIETY				.12											.10			
67 INTERPERSONAL RELATIONS														-.11				
74 TASK ACHIEVEMENT	.12					.15											.15	.12
81 ENGAGEMENT TOTAL				.10				.11			.10							.13

FIGURE 3
ENGLAND TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 26: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Coping Effectiveness by Coping Effectiveness

		107		104		102		108		103		106		101		105		96	
		Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		COPING EFF	
		AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
50	AGGRESSION							.11					.10						
56	AUTHORITY		.23								.11						.12		.17
62	ANXIETY									.10									
68	INTERPERSONAL RELATIONS		.13					.12				.12							.11
75	TASK ACHIEVEMENT	.15	.13				.12		.14					.11			.12	.13	.19
82	COPING EFF. TOTAL	.12	.19					.15	.12	.13	.10						14	.13	.21

HYPOTHESIS 27: The Story Completion affect measures will be positively related to the Sentence Completion affect measures and negatively related to the Sentence Completion negative affect measures of the same behavior area.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Story Problem Affect and Sentence Positive and Negative

		151		157		142		143		131		132		114		122		93	
		Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		PROB. AFF.	
		AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
51	NEG. AFF. AGGRESSION																		
57	NEG. AFF. AUTHORITY															-.13			
63	NEG. AFF. ANXIETY								-.15		-.11								-.13
69	NEG. AFF. IPR																		
76	NEG. AFF. TASK ACH.					-.14	-.11												
83	NEG. AFF. TOTAL															-.10			
59	POS. AFF. AUTHORITY																		
71	POS. AFF. IPR													-.19		-.10		-.11	
78	POS. AFF. TASK ACH.		.16																
100	POS. AFF. TOTAL		.16			.10													

HYPOTHESIS 28: The Story Completion affect measures will be positively related to the Sentence Completion affect measures and negatively related to the Sentence Completion negative measures of the same behavior area.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Story Outcome Affect and Sentence Positive and Negative

		152		158		144		145		133		134		115		123		94	
		Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		OUTCOME AF	
		AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
51	NEG. AFF. AGGRESSION								-.10										
57	NEG. AFF. AUTHORITY								-.14									.11	-.13
63	NEG. AFF. ANXIETY									.10						.12			
69	NEG. AFF. IPR												-.13						
76	NEG. AFF. TASK ACH.			-.10															
83	NEG. AFF. TOTAL								-.13		-.10		-.10						-.15
59	POS. AFF. AUTHORITY			-.11	.11										-.12				
71	POS. AFF. IPR																		
78	POS. AFF. TASK ACH.							.11											
100	POS. AFF. TOTAL			-.11	.11														

FIGURE 3
ENGLAND TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 29: The Sentence and Story Completion total measures of coping style dimension will be positively related to the SAI coping measures and negatively related to the SAI defensive measures.

INSTRUMENTS: Sentence Completion and SAI
VARIABLES: Sentence Total Coping Styles by SAI Coping and Defense

		80		81		82	
		TOTAL STANCE		TOTAL ENGAGEMENT		TOTAL COPING	
		10	14	10	14	10	14
	SAI						
44	ACTIVE COPING	.16	.28			.13	.27
45	PASSIVE COPING	.14	.19	.12	.10	.16	.22
46	ACTIVE DEFENSE	-.19	-.13	-.20	-.12	-.25	-.26
47	PASSIVE DEFENSE	-.12			-.10	-.13	-.10

HYPOTHESIS 30: The Sentence and Story Completion total measures of coping style dimension will be positively related to the SAI coping measures and negatively related to the SAI defensive measures.

INSTRUMENTS: Story Completion and SAI
VARIABLES: Total Coping Styles by Coping and Defensive Variables

		89		90		91		92		95		96	
		TOTAL STANCE		TOTAL ENGAGEMENT		TOTAL INITIATION		TOTAL IMPLEMENT.		TOTAL PERSIS.		TOTAL COPING	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14
44	ACTIVE COPING												
45	PASSIVE COPING				.17	.13	.12				.10		.19
46	ACTIVE DEFENSE	-.13			-.14		-.11		-.11		-.11		-.14
47	PASSIVE DEFENSE												

HYPOTHESIS 31: The SAI coping scores will be positively related with the Story Completion total affect measures, positively related with the Sentence Completion total positive affect measure, and negatively related with the Sentence Completion total negative affect measures.
The SAI defensive scores will be negatively related with the Story Completion total affect measures, negatively related with the Sentence Completion total positive affect measure, and positively related with the Sentence Completion total negative affect measure.

INSTRUMENTS: SAI, Story and Sentence Completion
VARIABLES: SAI by Affect Scores

		93		94		100		83	
		TOT.STORY PROB. AFF.		TOT. STORY OUTCOME AF		TOT. SENT. POS. AFF.		TOT. SENT. NEG. AFF.	
		10	14	10	14	10	14	10	14
44	ACTIVE COPING				.10		.11		-.21
45	PASSIVE COPING								-.13
46	ACTIVE DEFENSE							.13	.27
47	PASSIVE DEFENSE							.15	.20

HYPOTHESIS 32: The Occupational Values intrinsic measures will be positively related with the Sentence and Story total coping dimension measures.

INSTRUMENTS: Occupational Values, Story and Sentence Completion
VARIABLES: Intrinsic Values, Total Coping Measures

		21		22		23		24		26		27		28		34		36	
		OCC. VAL. ALTRUISM		OCC. VAL. ESTHETICS		OCC. VAL. INDEP.		OCC. VAL. MANAGEMENT		OCC. VAL. SELF-SATIS		OCC. VAL. INTEL.STIM		OCC. VAL. CREATIVITY		OCC. VAL. VARIETY		INTRINSIC TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
80	SENT.COMP. STANCE							.12										.10	
81	SENT.COMP. ENGAGEMENT						-.12												
82	SENT.COMP. TOTAL COPING	.11	.16	-.12						.10									
89	STORY COMP. STANCE						-.12												-.10
90	STORY COMP. ENGAGEMENT										.11				-.11				
91	STORY COMP. INITIATION																		
92	STORY COMP. INPLEMENT.										.11	.11							
95	STORY COMP. PERSISTENCE		.12																
97	STORY COMP. SOCIABILITY								-.12										
98	STORY COMP. ATTIT. AUTH.	-.19											.10					-.11	
96	STORY COMP. TOTAL COPING		.12								.11	.10							

FIGURE 3
ENGLAND TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 33: The Occupational Values intrinsic measures will be positively related with the SAI coping measures and negatively related with the SAI defensive measures.

INSTRUMENTS: Occupational Values and SAI
VARIABLES: Intrinsic Values, Coping and Defense Measures

		21 OCC. VAL. ALTRUISM		22 OCC. VAL. ESTHETICS		23 OCC. VAL. INDEP.		24 OCC. VAL. MANAGEMENT		26 OCC. VAL. SELF-SATIS		27 OCC. VAL. INTEL.STIM		28 OCC. VAL. CREATIVITY		34 OCC. VAL. VARIETY		36 TOTAL INTRINSIC	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
44	ACTIVE COPING									-.11						-.12			
45	PASSIVE COPING		.14				-.19				.17								
46	ACTIVE DEFENSE	-.16	-.23						.15	-.12	-.16	-.17	-.14					-.11	-.18
47	PASSIVE DEFENSE										.11			-.12	-.10				

HYPOTHESIS 34: The Occupational Values intrinsic measures will be positively related with the two Story total affect measures and the Sentence Total positive affect measures, and negatively related with Sentence total negative affect measures.

INSTRUMENTS: Occupational Values, Story & Sentence
VARIABLES: Intrinsic Values, Total Affect (Story) and Total Frequency Positive and Negative Affect (Sentence)

		21 OCC. VAL. ALTRUISM		22 OCC. VAL. ESTHETICS		23 OCC. VAL. INDEP.		24 OCC. VAL. MANAGEMENT		26 OCC. VAL. SELF-SATIS		27 OCC. VAL. INTEL.STIM		28 OCC. VAL. CREATIVITY		34 OCC. VAL. VARIETY		36 TOTAL INTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
93	STORY PROBLEM AFF.	-.14	-.15														-.11		-.15
94	STORY OUTCOME AFF.	-.11																	
100	SENTENCE TOT. POS. AFF.		.11															.10	
83	SENTENCE TOT. NEG. AFF.		-.14	.13															

HYPOTHESIS 35: The Occupational Values extrinsic measures will be negatively related with the Sentence and Story total coping dimension measures.

INSTRUMENTS: Occupational Values, Story and Sentence Completion
VARIABLES: Extrinsic Values by Total Coping Dimension Measures

		25 OCC. VAL. SUCCESS		29 OCC. VAL. SECURITY		30 OCC. VAL. PRESTIGE		31 OCC. VAL. ECON. RET.		32 OCC. VAL. SURROUND.		33 OCC. VAL. ASSOCIATES		35 OCC. VAL. FOL.FATHER		37 TOTAL EXTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
80	SENTENCE STANCE					-.13									.12	-.10	
81	SENTENCE ENGAGEMENT		-.10					-.10							.18		
82	SENTENCE TOTAL COPING					-.11			-.14			.11					
89	STORY STANCE			.11	.13										.13		.10
90	STORY ENGAGEMENT												.11				
91	STORY INITIATION						-.10										
92	STORY IMPLEMENT.																
95	STORY PERSISTENCE																
96	STORY COPING EFF.																

HYPOTHESIS 36: The Occupational Values extrinsic measures will be negatively related with the SAI coping measures and positively related with the SAI defensive measures.

INSTRUMENTS: Occupational Values, SAI
VARIABLES: Extrinsic Values by Coping and Defensive Measures

		25 OCC. VAL. SUCCESS		29 OCC. VAL. SECURITY		30 OCC. VAL. PRESTIGE		31 OCC. VAL. ECON. RET.		32 OCC. VAL. SURROUND.		33 OCC. VAL. ASSOCIATES		35 OCC. VAL. FOL.FATHER		37 TOTAL EXTRINSIC	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
44	ACTIVE COPING																
45	PASSIVE COPING																
46	ACTIVE DEFENSE					.11	.18	.12	.27							.14	.18
47	PASSIVE DEFENSE									.15							

FIGURE 3
ENGLAND TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 37: The Occupational Values extrinsic measures will be negatively related with the two Story total affect measures and the Sentence total positive affect measures, and positively with Sentence total negative affect measures.

INSTRUMENTS: Occupational Values, Story and Sentence Completion

VARIABLES: Extrinsic Values by Affect Measures

		25 OCC. VAL. SUCCESS		29 OCC. VAL. SECURITY		30 OCC. VAL. PRESTIGE		31 OCC. VAL. ECON. RET.		32 OCC. VAL. SURROUND.		33 OCC. VAL. ASSOCIATES		35 OCC. VAL. FOL.FATHER		37 TOTAL EXTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
93	STORY PROB. AFF.							.10	.15	-.10		-.13					.15
94	STORY OUTCOME AFF.																
100	SENTENCE POS. AFF.													-.11		-.10	
83	SENTENCE NEG. AFF.				-.12		.10										

HYPOTHESIS 38: The status level measures of occupational aspiration, occupational expectation, and educational aspiration will be positively related with the Sentence and Story total coping dimension measures.

INSTRUMENTS: Occupational Interests, Sentence and Story Completion

VARIABLES: Occupational Aspiration, Expectation, and Educational Aspiration by Total Coping Dimension Measures

		38* OCC.INT. OCC.ASP.		39* OCC.INT. OCC.EXP.		109* OCC.INT. ED. ASP.	
		10	14	10	14	10	14
80	SENTENCE STANCE	-.15		-.19		-.17	
81	SENTENCE ENGAGEMENT						
82	SENTENCE TOTAL COPING	-.15		-.16		-.11	
89	STORY STANCE					.11	
90	STORY ENGAGEMENT					.10	
91	STORY INITIATION	-.13		-.10	-.10		
92	STORY IMPLEMENT.	-.12			-.11		
95	STORY PERSISTENCE				-.10		
96	STORY TOTAL COPING	-.13		-.12	-.10		

*Remember that these Variables are reversed. Thus, any correlations involving these Variables if positive are actually negative correlations and if negative are actually positive correlations.

HYPOTHESIS 39: The status level measures of occupational aspiration, occupational expectation, and educational aspiration will be positively related with the SAI coping measures and negatively related with the SAI defensive measures.

INSTRUMENTS: Occupational Interest, SAI

VARIABLES: Occupational Aspirations and Expectations and Educational Aspiration by Coping and Defensive Measures

		38* OCC.INT. OCC.ASP.		39* OCC.INT. OCC.EXP.		109* OCC.INT. ED. ASP.	
	SAI	10	14	10	14	10	14
44	ACTIVE COPING			-.14		-.12	
45	PASSIVE COPING					.11	
46	ACTIVE DEFENSE			.11			
47	PASSIVE DEFENSE						

*Remember that these Variables are reversed. Thus, any correlations involving these Variables if positive are actually negative correlations and if negative are actually positive correlations.

HYPOTHESIS 40: The status level measures of occupational aspiration, occupational expectation, and educational aspiration will be positively related with the two Story total affect measures and the Sentence total positive affect measures, and negatively related with Sentence total negative affect measures.

INSTRUMENTS: Occupational Interests, Story and Sentence Completion

VARIABLES: Occupational Aspirations and Expectations, Educational Aspirations by Affect Measures.

		38* OCC.INT. OCC.ASP.		39* OCC.INT. OCC.EXP.		109* OCC.INT. ED. ASP.	
		10	14	10	14	10	14
93	STORY PROBLEM AFF.		.17	.11	.18	.11	.16
94	STORY OUTCOME AFF.						
100	SENTENCE POSITIVE AFF.			-.11			
83	SENTENCE NEGATIVE AFF.						

*Remember that these Variables are reversed. Thus, any correlations involving these Variables if positive are actually negative correlations and if negative are actually positive correlations.

FIGURE 3
ENGLAND TALBES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 41: There will be positive relationships between the aptitude variable and the achievement variables.

INSTRUMENTS: Achievement, Aptitude
VARIABLES: Achievement, Aptitude
Total Peer BRS

	1	
	APTITUDE	
	10	14
2 MATH	.55	.62
3 READING	.53	.49
GRADE 4 POINT AVERAGE	.57	.29
TOTAL 12 PEER BRS	.17	

HYPOTHESIS 42: There will be positive relationships between the intrinsic Occupational Values and the criterion measures.

INSTRUMENTS: Achievement, BRS,
Occupational Values
VARIABLES: Achievement, Total
Peer BRS, Intrinsic
Occupational Values

	21		22		23		24		26		27		28		34		36	
	OCC. VAL. ALTRUSIM		OCC. VAL. ESTHETICS		OCC. VAL. INDEP.		OCC. VAL. MANAGEMENT		OCC. VAL. SELF-SATIS		OCC. VAL. INTEL.STIM		OCC. VAL. CREATIVITY		OCC. VAL. VARIETY		INTRINSIC TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	.16			-.16		.14			.21		.16			.11			.10	
3 READING	.13				.12	.28			.11		.11							.12
GRADE 4 POINT AVERAGE	.18		-.11	-.18	.19	.12			.12								.11	
TOTAL 12 PEER BRS	.20	.14		-.10		-.10			.13			.17				.11	.11	

HYPOTHESIS 43: There will be negative relationships between the extrinsic Occupational Values and the criterion measures.

INSTRUMENTS: Achievement, BRS,
Occupational Values
VARIABLES: Achievement, Total Peer
BRS, Extrinsic Occupational
Values

	25		29		30		31		32		33		35		37	
	OCC. VAL. SUCCESS		OCC. VAL. SECURITY		OCC. VAL. PRESTIGE		OCC. VAL. ECON. RET.		OCC. VAL. SURROUND.		OCC. VAL. ASSOCIATES		OCC. VAL. FOL.FATHER		EXTRINSIC TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH			.13		-.17				-.10			.10			-.13	
3 READING			.14		-.17		-.11				.11					-.12
GRADE 4 POINT AVERAGE			.13		-.17		-.11								-.14	
TOTAL 12 PEER BRS							-.14		-.11				-.13		-.15	

HYPOTHESIS 44: There will be positive relationships between the status levels of occupational aspiration, occupational expectation, and educational aspiration and the criterion measures.

INSTRUMENTS: Achievement, BRS,
Occupational Values
VARIABLES: Achievement, Total Peer
BRS, Occupational Aspiration Expectation and
Educational Aspiration

	38*		39*		109*	
	OCC.INT. OCC.ASP.		OCC.INT. OCC.EXP.		OCC.INT. ED. ASP.	
	10	14	10	14	10	14
2 MATH	-.29	-.37	-.30	-.36	-.25	-.40
3 READING	-.33	-.37	-.34	-.39	-.31	-.45
GRADE 4 POINT AVERAGE	-.27	-.37	-.24	-.31	-.20	-.34
TOTAL 12 PEER BRS	-.17		-.18		-.19	-.13

*Remember that these Variables are reversed. Thus, any correlations involving these Variables if positive are actually negative correlations and if negative are actually positive correlations.

FIGURE 3

ENGLAND TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 45: There will be negative relationships between the occupational interest discrepancy score and the criterion measures.

INSTRUMENTS: Achievement, Occupational Interest Discrepancies

VARIABLES: Achievement, Occupational Interest Discrepancies, Total Peer BRS

	40		41		42		43	
	OCC.INT.		OCC.INT.		OCC.INT.		OCC.INT.	
	EXP/ASP.		F.OCC.ASP.		F.ASP./ASP		M.ASP./ASP	
	10	14	10	14	10	14	10	14
2 MATH					.13	.10		
3 READING								
4 GRADE POINT AVERAGE								
12 TOTAL PEER BRS			.12					

HYPOTHESIS 46: There will be a positive relationship between the SAI active and passive coping measures and the criterion measures.
There will be a negative relationship between the SAI active and passive defensive measures and the criterion measures.

INSTRUMENTS: Achievement, BRS, SAI

VARIABLES: Achievement, Total Peer BRS, Active & Passive Coping & Defensive Measures

	44		45		46		47	
	SAI		SAI		SAI		SAI	
	ACT. COP.		PASS. COP.		ACT. DEFEN		PASS.DEFEN	
	10	14	10	14	10	14	10	14
2 MATH							-.12	-.14
3 READING				-.14	-.14	-.11	-.13	
4 GRADE POINT AVERAGE				-.11	-.10			
12 TOTAL PEER BRS			.11		-.14	-.17		

HYPOTHESIS 47: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Achievement, BRS, Sentence Completion

VARIABLES: Achievement, Total Peer BRS, Stance

	48		54		60		66		73		80	
	STANCE		STANCE		STANCE		STANCE		STANCE		TOTAL	
	AGGRESSION		AUTHORITY		ANXIETY		IPR		TASK ACH.		STANCE	
	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH			.12								.12	
3 READING	.11		.14	.11					.12		.21	
4 GRADE POINT AVERAGE									.10		.11	.13
12 TOTAL PEER BRS				.17						.17		.15

HYPOTHESIS 48: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Achievement, BRS, Sentence Completion

VARIABLES: Achievement, Total Peer BRS, Engagement

	49		55		61		67		74		81	
	ENGAGEMENT		ENGAGEMENT		ENGAGEMENT		ENGAGEMENT		ENGAGEMENT		ENGAGEMENT	
	AGGRESSION		AUTHORITY		ANXIETY		IPR		TASK ACH.		TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	.10											
3 READING	.14										.14	
4 GRADE POINT AVERAGE												
12 TOTAL PEER BRS		.10										

HYPOTHESIS 49: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Achievement, BRS, Sentence Completion

VARIABLES: Achievement, Total Peer BRS, Coping Effectiveness

	50		56		62		68		75		82	
	COP. EFF.		COP. EFF.		COP. EFF.		COP. EFF.		COP. EFF.		COP. EFF.	
	AGGRESSION		AUTHORITY		ANXIETY		IPR		TASK ACH.		TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH			.15				.14		.14		.20	
3 READING			.14				.14	.11	.15		.21	
4 GRADE POINT AVERAGE							.17		.14		.17	.13
12 TOTAL PEER BRS				.22				.14		.12		.17

FIGURE 3
ENGLAND TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 50: There will be a positive relationship between the Sentence Completion attitude measures and the criterion measures.

INSTRUMENTS: Achievement, BRS, Sentence Completion
VARIABLES: Achievement, Total Peer BRS, Attitude Measures

	53		65		72		79	
	ATTITUDE		ATTITUDE		ATTITUDE		ATTITUDE	
	AUTHORITY		IPR		TASK ACH.		TOTAL	
	10	14	10	14	10	14	10.	14
2 MATH								
3 READING					.12			
4 GRADE POINT AVERAGE						.11	.11	
12 TOTAL PEER BRS	.12	.20			.10	.21	.13	.21

HYPOTHESIS 51: There will be a positive relationship between the Sentence Completion positive affect variables and the criterion measures. There will be a negative relationship between the Sentence Completion negative affect variables and the criterion measures.

INSTRUMENTS: Achievement, BRS, Sentence Completion
VARIABLES: Achievement, Total Peer BRS, Positive & Negative Affect

	59		71		78		100		51		57		69		76		83	
	POS. AFF.		POS. AFF.		POS. AFF.		POS. AFF.		NEG. AFF.		NEG. AFF.		NEG. AFF.		NEG. AFF.		NEG. AFF.	
	AUTHORITY		IPR		TASK ACH.		TOTAL		AGGRESSION		AUTHORITY		IPR		TASK ACH.		TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH							.12									-.11		-.10
3 READING										.10								
4 GRADE POINT AVERAGE					.11		.10											-.10
12 TOTAL PEER BRS												-.14		-.13				-.16

HYPOTHESIS 52: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Engagement

	148		154		138		125		126		111		119		90	
	Story 8		Story 5		Story 10		Story 4		Story 7		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		IPR		IPR		A - TA		NA - TA		ENGAGEMENT	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH				-.10					.11		.18					
3 READING	.13				.14				.17		.15					
4 GRADE POINT AVERAGE	.12				.15				.13		.18		.11			
12 TOTAL PEER BRS	.13				.13		.11								.10	

HYPOTHESIS 53: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Initiation

	149		155		139		140		127		128		112		120		91	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		INITIATION	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	.12							.11			.19		.21	.10				
3 READING	.19						.16				.21		.26	.11			.15	
4 GRADE POINT AVERAGE	.19						.18				.20		.23	.11	.11		.10	
12 TOTAL PEER BRS	.18					.11	.12		.10		.15						.15	

HYPOTHESIS 54: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Implementation

	150		156		141		129		130		113		121		92	
	Story 8		Story 5		Story 10		Story 4		Story 7		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		IPR		IPR		A - TA		NA - TA		IMPLEMENT.	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	.14				.13	.11			.16		.15				.10	
3 READING	.21		.15		.26	.12			.18		.19				.21	
4 GRADE POINT AVERAGE	.17				.21				.17		.16				.12	
12 TOTAL PEER BRS	.18				.16		.16		.12						.13	

FIGURE 3
ENGLAND TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 55: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Persistence

	153		159		146		135		136		116		117		124		95	
	Story 8		Story 5		Story 10		Story 4		Story 7		Story 1		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		IPR		IPR		A - TA		A - TA		NA - TA		PERSISTENCE	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH					.10			.11	.20								.10	.11
3 READING	.15		.10		.11			.16	.20		.17		.12				.12	
4 GRADE POINT AVERAGE	.12		.10		.14			.10	.19		.14				.10		.10	
12 TOTAL PEER BRS	.13				.13		.11		.13						.11		.12	

HYPOTHESIS 56: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Coping Effectiveness

	107		104		102		108		103		106		101		105		96	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		COP. EFF.	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH								.15									.11	
3 READING	.13						.15										.21	
4 GRADE POINT AVERAGE	.11																.13	
12 TOTAL PEER BRS	.15					.10	.15	.11									.15	

HYPOTHESIS 57: There will be a positive relationship between the criterion measures and the Story Completion affect dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Problem Affect

	151		157		142		143		131		132		114		122		93	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		PROB. AFF.	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH		-.19	-.11	-.10					-.17						-.18		-.11	-.12
3 READING	.12	-.23	-.14				-.10		-.15						-.18			-.19
4 GRADE POINT AVERAGE	.12	-.27	-.18						-.16	-.15	-.11							-.11
12 TOTAL PEER BRS										-.14								

HYPOTHESIS 58: There will be a positive relationship between the criterion measures and the Story Completion affect dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Outcome Affect

	152		158		144		145		133		134		115		123		94	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		OUT. AFF.	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH					-.11										.12			
3 READING				.12									.12				.18	
4 GRADE POINT AVERAGE					-.10					.11								
12 TOTAL PEER BRS					-.10					.14				.10				

HYPOTHESIS 60: There will be a positive relationship among the Parent/Child Interaction items.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction of Sentence Completion

	84		85		86		87	
	SENT.COMP.		SENT.COMP.		SENT.COMP.		SENT.COMP.	
	SELF-IMAGE		INT.ACTION		MOTHER		FATHER	
	10	14	10	14	10	14	10	14
84 SELF-IMAGE					.31	.23	.51	.49
85 INTERACTION					.30	.42	.69	.67
86 MOTHER	.31	.23	.30	.42				
87 FATHER	.51	.49	.69	.67				

FIGURE 3

ENGLAND TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 61: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion Instrument, and a negative relationship with the Authority Negative Affect measure.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction items by Authority Attitude, Coping Style, Coping Effectiveness, & Positive and Negative Affect measures.

	84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
	10	14	10	14	10	14	10	14
53 AUTHORITY ATTITUDE	.22	.14				.20	.13	
54 AUTHORITY STANCE		.16				.10		
55 AUTHORITY ENGAGEMENT		.14						
56 AUTHORITY COPING EFF.	.12	.14				.13		
59 AUTHORITY POS. AFFECT			.13				.14	
57 AUTHORITY NEG. AFFECT								

HYPOTHESIS 62: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion Instrument and a negative relationship with the Total Negative Affect measure.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction items by Total Attitude, Coping Style, Coping Effectiveness, Positive Affect & Negative Affect measures.

	84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
	10	14	10	14	10	14	10	14
79 TOTAL ATTITUDE	.22	.16				.21	.11	
80 TOTAL STANCE	.14	.17	-.13			.17		
81 TOTAL ENGAGEMENT	.13	.18				.13		
82 TOTAL COPING EFF.		.17	-.12			.19		
100 TOTAL POS. AFFECT								
83 TOTAL NEG. AFFECT								

HYPOTHESIS 63: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and the Story Completion Coping Effectiveness scores for the two Authority stories.

INSTRUMENTS: Sentence Completion and Story Completion
VARIABLES: Parent/Child Interaction items of Sentence Completion by Story Completion Coping Effectiveness for Story 2 and Story 10

	84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
	10	14	10	14	10	14	10	14
102 STORY 2 COPING EFF.								
108 STORY 10 COPING EFF.	.14	.11		-.11			.13	

HYPOTHESIS 64: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and the Attitude Toward Authority measures of the Story Completion.

INSTRUMENTS: Sentence Completion and Story Completion
VARIABLES: Parent/Child Interaction items of Sentence Completion by Total Attitude Toward Authority of Story Completion

	84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
	10	14	10	14	10	14	10	14
98 TOTAL ATTITUDE TOWARD AUTH.		-.10			.13			

FIGURE 3
ENGLAND TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 65: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Coping Style, Coping Effectiveness, and Affect Scale scores of the Story Completion Instrument.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction items of Sentence Completion by Total Coping Style, Coping Effectiveness and Affect Scale scores of Story Completion

		84		85		86		87	
		SENT.COMP. SELF-IMAGE		SENT.COMP. INT.ACTION		SENT.COMP. MOTHER		SENT.COMP. FATHER	
		10	14	10	14	10	14	10	14
89	TOTAL STANCE		.11						
90	TOTAL ENGAGEMENT								
91	TOTAL INITIATION	.12	.12					.12	
92	TOTAL IMPLEMENTATION		.11						
93	TOTAL AFFECT TONE 1st								
94	TOTAL AFFECT TONE 2nd	-.10			.10		.10		
95	TOTAL PERSISTENCE								
96	TOTAL COPING EFF.		13						

HYPOTHESIS 66: There will be a positive relationship between the Parent/Child Interaction items from the Sentence Completion and the Active and Passive Coping scores from the Social Attitudes Inventory and a negative relationship with the Active and Passive Defensive scores.

INSTRUMENTS: Sentence Completion and Social Attitudes Inventory

VARIABLES: Parent/Child Interaction items from Sentence Completion, Active and Passive Coping and Active and Passive Defensive scores of SAI

		84		85		86		87	
		SENT.COMP. SELF-IMAGE		SENT.COMP. INT.ACTION		SENT.COMP. MOTHER		SENT.COMP. FATHER	
	SAI	10	14	10	14	10	14	10	14
44	TOTAL COPING ACTIVE	.12							
45	TOTAL COPING PASSIVE	.16					.11	.11	
46	TOTAL ACTIVE DEFENS.		-.13				-.14		
47	TOTAL PASSIVE DEFENS.								

HYPOTHESIS 67: There will be a positive relationship between the Father/Child Interaction item from the Sentence Completion and the Occupational Value: "Follow Father."

INSTRUMENTS: Sentence Completion and Occupational Values

VARIABLES: Father/Child Interaction item from Sentence Completion, Occupational Value: "Follow Father"

		87	
		SENT.COMP. FATHER	
		10	14
3	OCC.VALUE "FOLLOW FATHER"	.10	

FIGURE 3
ENGLAND TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 68: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Intrinsic Occupational Values.

INSTRUMENTS: Sentence Completion and Occupational Values

VARIABLES: Parent/Child Interaction items of Sentence Completion by Intrinsic Occupational Values

		84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
	OCC. VALUES	10	14	10	14	10	14	10	14
21	ALTRUISM						.24		
22	ESTHETICS		-.13						
23	INDEPENDENCE			-.12					
24	MANAGEMENT								
26	SELF-SATISFACTION	.10					.11		
27	INTELLECTUAL STIMULATION						.15		
28	CREATIVITY								
34	VARIETY								
36	TOTAL INTRINSIC			-.17			.16	-.11	

HYPOTHESIS 69: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Extrinsic Occupational Values.

INSTRUMENTS: Sentence Completion and Occupational Values

VARIABLES: Parent/Child Interaction items of Sentence Completion by Extrinsic Occupational Values

		84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
	OCC.VALUES	10	14	10	14	10	14	10	14
25	SUCCESS		-.10						-.10
29	SECURITY								
30	PRESTIGE			.12		.12			
31	ECONOMIC RETURNS		-.10	.12			-.19		
32	SURROUNDINGS								
33	ASSOCIATES								
35	FOLLOW FATHER		.15	.11	-.10			.10	
37	TOTAL EXTRINSIC			.14			-.16	.13	

HYPOTHESIS 70: There will be a negative relationship between the Father/Child Interaction item and the Discrepancy scores for: (a) Father's Occupation/Child's Aspiration and (b) Father's Aspiration for Child-Child's Aspiration. There will be a negative relationship between the Mother/Child Interaction item and the discrepancy score for Mother's Aspiration for Child-Child's Aspiration.

INSTRUMENTS: Sentence Completion and Occupational Interest Inventory

VARIABLES: Sentence Completion by Occupational Interest Inventory

		87 SENT.COMP. FATHER		86 SENT.COMP. MOTHER	
	OCCUPATIONAL INTEREST	10	14	10	14
41	FATHER OCC./ ASPIRATION				
42	FATHER ASP./ ASPIRATION				
43	MOTHER ASP./ ASPIRATION				

FIGURE 3

ENGLAND TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 71: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion Instrument and the Aptitude and Achievement measures.

INSTRUMENTS: Sentence Completion and Aptitude and Achievement

VARIABLES: Parent/Child Interaction items by Aptitude and Achievement measures

	84		85		86		87	
	SENT.COMP.		SENT.COMP.		SENT.COMP.		SENT.COMP.	
	SELF-IMAGE		INT.ACTION		MOTHER		FATHER	
	10	14	10	14	10	14	10	14
1 APTITUDE		.13		-.12				
2 MATH		.12		-.16				
3 READING								
4 GRADE POINT AVERAGE								

HYPOTHESIS 72: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and both the Peer BRS Authority item and the Peer BRS Summary score.

INSTRUMENTS: Sentence Completion and BRS

VARIABLES: Parent/Child Interaction items of Sentence Completion by Peer BRS Authority and Peer BRS Summary score

	84		85		86		87	
	SENT.COMP.		SENT.COMP.		SENT.COMP.		SENT.COMP.	
	SELF-IMAGE		INT.ACTION		MOTHER		FATHER	
	10	14	10	14	10	14	10	14
7 BRS PEER AUTHORITY					.11	.17		
12 BRS PEER SUMMARY SCORE					.10	.13		

HYPOTHESIS 73: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and both the Self-Rating Authority score and the Summary Score.

INSTRUMENTS: Sentence Completion and BRS

VARIABLES: Parent/Child Interaction items of Sentence Completion by Self-Rating Authority and Summary Scores

	84		85		86		87	
	SENT.COMP.		SENT.COMP.		SENT.COMP.		SENT.COMP.	
	SELF-IMAGE		INT.ACTION		MOTHER		FATHER	
	10	14	10	14	10	14	10	14
15 BRS SELF-RATING AUTH.	.11					.15		
20 SELF BRS SUMMARY SCORE							.11	

ANOVA OF MEANS:
SUBGROUP DESCRIPTIONS

MILAN TEN-YEAR-OLD UPPER-LOWER CLASS MALES

Aptitude and Achievement

These boys were below the average of the eight groups in their intellectual aptitude score on the Raven (standardized within age group), and they were the third of the ten-year-old groups.

They were lowest of all groups on the age-standardized test of Mathematics Achievement and on the Reading Achievement test.

They were also lowest of all groups in their Grade Point Average (this measure was also standardized separately within the ten-year-old and fourteen-year-old groups).

Peer Behavior Rating Scales

None of the Peer BRS ratings for this group were significant. However, on BRS their classmates described them as rather able to cope with agemates who acted aggressively towards them.

In Self-Assertion and in relations with adults their classmates ranked them very low. They ranked them very low in Item 1 which rates Academic Task Achievement, and very high on the fifth item which rates resistance to becoming emotionally upset.

They were ranked as slightly below average in Nonacademic Task Achievement and in ability to get along with other children.

Their BRS Summary score, which is the sum of the scores of the first four items, put them at the third from lowest rank. Their classmates had a relatively poor opinion of their task achievement behavior and of the quality of their relationships with the people around them.

Self-Behavior Rating Scales

There was a noticeable similarity between self-ratings and ratings by agemates, except for Authority and Ability to Cope with Aggression. In both cases upper-lower ten-year-old boys rated themselves higher than their agemates did. None of the self-ratings differentiated this group from other groups.

Occupational Values

In the Occupational Values instrument these boys stood highest of the eight groups in valuing the importance of Prestige and Economic

Returns. They were second highest in valuing the chance to be creative in their future careers and second highest, too, in valuing the importance of Success and Accomplishment.

They stood lowest of all groups in wanting to have friendly associates and surroundings. They also stood lowest in valuing the importance of Independence.

They did not differ significantly from other groups on either the Total Intrinsic or Extrinsic values.

When the rankings within each group were considered, Creativity was placed first by these boys, followed by Intellectual Stimulation and Success. They differed from the three other ten-year-old groups, all of whom ranked Intellectual Stimulation, Self-Satisfaction, and Altruism as their first three values although the order differed slightly within each group.

Two of their final three rankings were the same as ten-year-old upper-lower females. Both groups included Esthetics and work like that of the father, but for boys the thirteenth ranking was Independence while for girls it was Variety.

Occupational Interest Inventory

The objective status level of the jobs these boys hoped to achieve was neither significantly high nor low among the groups.

Their stated career expectations were at the lowest extreme.

The discrepancy between their aspirations and their expectations was not significantly greater than this discrepancy in other groups.

They were significantly high among the groups on the measure of discrepancy between their career aspirations and their fathers' occupational status; nonetheless the discrepancy between objective status level of subjects' aspirations and objective status levels of fathers' and mothers' occupational aspirations for subjects was not significantly greater than these discrepancies in the other groups.

Educational Aspiration

These boys earned the fifth place on the Educational Aspiration scale among the eight groups. They were third of the ten-year-old groups.

Social Attitudes Inventory

This group of boys differed significantly from other groups only on Active Coping where they received the lowest score of all groups.

(Though non-significant, they were also lowest on Passive Coping.) This suggests that these boys, in their problematic situations, tended more than the others to entrench themselves behind defensive behavior.

Sentence Completion

In reacting to the Aggression items in the Sentence Completion, these boys earned the lowest score on Stance and Coping Effectiveness.

While the Authority items on the Sentence Completion did not stably distinguish the groups very often, these boys earned the third-highest rank in Engagement.

When faced with the necessity to deal with anxious feelings, these boys betrayed relatively little Negative Affect (third from the lowest) but an appreciable ability to do something effective about the situation that aroused the anxiety (as they earned the highest scores on Stance, Engagement, and Coping Effectiveness). They also earned the third-highest score on Frequency of Neutral Affect.

The Interpersonal Relations items on the Sentence Completion evoked few significant differences from these boys. On Coping Effectiveness they earned the lowest score.

In reacting to the Task Achievement items, the only significant difference observed for this group involved Positive Affect where they showed the second-lowest score on this scale.

These boys received the largest "negative" Reality/Fantasy Achievement Discrepancy score of all groups, and this mean score differentiated them significantly from their upper-middle class female agemates. That is, these boys fantasized achievement of a much higher level than their actual test and performance scores indicated, even though their responses to the Task Achievement items of the Sentence Completion were not noticeably high.

Of the seven aspects of coping for which scores were summed across all the pertinent Sentence Completion items, these boys received the second-lowest score for Frequency of Positive Affect across all areas of behavior. They received the highest score of all groups on the Summary Engagement scale.

This group differed significantly from the other groups on two of the four Parent/Child Interaction scales. They received the highest mean score on the Parent/Child Interaction scale and on the Interaction with Father scale.

Story Completion

On the Coping Effectiveness ratings this group was second lowest on Story Eight (Aggression), but did not differ on other stories. They did not differ significantly from other groups on any of the Coping Style dimensions.

Interpretive Comments

These boys presented a remarkable coherence among their behaviors and their attitudes. Their responses toward the Task Achievement items, especially the academic ones, were characterized by poor motivation, negative affect, modest engagement, and very low coping efficiency, with an exception concerning the situations of aggression.

A poor motivation and a low coping efficiency were exhibited in relations with agemates and with authority.

They were conscious of these behaviors because there was a remarkable correspondence among the valuations that the subjects gave of their own performance and their agemates' evaluations of the same performance.

The cause of their behavior may be related in part to their age and sex and in part to the socio-cultural situation in which they have lived. The immaturity that characterizes the ten-year-olds was more accentuated in males than in females, with respect to their biological and psychological growth. In Milan, the intellective and academic performance of girls of primary school age were considered superior to boys' performance, so that they were inclined to feel less clever and less accepted.

Furthermore, in the lower socio-cultural classes, boys were often denied stimulation which might increase their motivation toward task achievement because of parents' cultural incapacities and the inability of society and school to compensate for this disadvantage.

Conscious of their inadequacy, these boys accepted it today but tended to overcome it in their projections towards the future, and these projections were expressed in a high occupational status aspiration. This future status was characterized by values that have a commanding influence over the Milanese population, especially the working class. Prestige, Managerial Power, Economic Returns, Success - these are the goals indicated by parents to their sons, who accept them passively, at least at ten years of age.

MILAN TEN-YEAR-OLD UPPER-LOWER CLASS FEMALES

Aptitude and Achievement

The girls were below the average of the eight groups in their intellectual aptitude score on the Raven (standardized within age group), and they were lowest of the ten-year-old groups.

Though they did not differ significantly from other groups on the Mathematics Achievement test, they were the second lowest of all groups on the Reading Achievement test and in their Grade Point Average (both of these measures were also standardized separately within the ten-year-old and fourteen-year-old groups).

Peer Behavior Rating Scales

In Academic and Nonacademic Task Achievement and in ability to get along well with people around them (both peers and authorities), their classmates ranked these girls at the bottom of the eight groups.

In the Summary Score derived from the first four items of the BRS, these ten-year-old lower-class girls were rated the lowest.

Self-Behavior Rating Scales

Self-ratings of ten-year-old lower-class girls were almost all negative, compared with ratings made by agemates. These girls received the second lowest score in both Academic and Nonacademic Task Achievement. They did not differ significantly from other groups on any of the remaining self-rating items.

Occupational Values

In the Occupational Values instrument these girls ranked highest of all groups in valuing the chance to have esthetic satisfaction and managerial power in their future jobs.

They ranked next to lowest in wanting to follow their fathers' careers and in Creativity.

They stood second highest on their Total Intrinsic Occupational Values score and second lowest on their Total Extrinsic Occupational Values score, though these differences were not significant.

Like the two middle-class groups, these girls placed Intellectual Stimulation, Self-Satisfaction, and Altruism in the first three ranks, having exactly the same order as the ten-year-old upper-middle class females. Their last three rankings were somewhat different however. They ranked Follow Father fifteenth, then Esthetics, and finally Variety.

Occupational Interest Inventory

The objective status level of the jobs these girls hoped to achieve was neither significantly high nor low among the eight groups.

Their stated career expectations put them second from the lowest rank. They fell at the middle of the groups on the discrepancy between their aspirations and their expectations, but this discrepancy is not significantly greater than this discrepancy in other groups.

On the measures of discrepancy between their career aspirations and their fathers' job levels, these girls were ranked third highest, their aspirations being greater than their fathers' job levels.

The discrepancy between objective status level of subjects' aspirations and objective status level of fathers' and mothers' occupational aspirations for them was not significantly greater than these discrepancies in other groups.

Educational Aspiration

These girls were seventh on the Educational Aspiration scale among the eight groups. They were the lowest of the ten-year-old groups.

Social Attitudes Inventory

This group of girls had the highest score for Passive Defensive responses and occupied intermediate positions for Active and Passive Coping and for Active Defensive Coping.

Sentence Completion

In reacting to the Aggression items in the Sentence Completion, these girls did not differ significantly from the other groups on any of the scales.

In the situations in which authority figures were present, these girls earned the highest scores on Attitude, Stance, and Engagement, and the second highest score on Coping Effectiveness. In such situations, ten-year-old upper-lower class girls expressed more positive emotionality than the other groups, as they ranked first on this scale.

When faced with the necessity to deal with anxious feelings, these girls did not differ significantly from other groups, except for Coping Effectiveness, where they earned the third lowest score.

The Interpersonal Relations items on the Sentence Completion evoked rather mediocre responses from these girls in most respects. The only variable where these girls were outstanding was on Frequency of Negative Affect where they achieved the highest scores of all of the groups.

In reacting to the Task Achievement items, these girls earned the highest score on Attitude toward Task Achievement. They showed the lowest score on Positive Emotionality in reacting to these stems.

Of the seven aspects of coping for which scores were summed across all the pertinent Sentence Completion items, these girls received the highest overall Attitude score, and the second highest Engagement score.

On the Reality/Fantasy Achievement Discrepancy score, they occupied a middle position among the eight groups and did not differ significantly from other middle groups. That is, on the Task Achievement items of the Sentence Completion they portrayed themselves as more effective achievers than they demonstrated in actual performance, as measured by their standardized Reading Achievement scores.

The Mean Scores for this group did not differ significantly from those of other groups on any of the Parent/Child Interaction scales.

Story Completion

On Coping Effectiveness ratings, these girls were lowest of all groups on Story Eight (Aggression), resembling their male agemates of the same social class, and also lowest of all groups on Story Six (Nonacademic Task Achievement). On the Coping Style dimensions, this group differed only on Implementation where they received the second lowest score.

Interpretive Comments

These girls presented some discordance between their behavior and their attitudes. Their coping efficiency was very low in task achievement situations as in interpersonal relation situations on the instruments of the study. They showed a rather high inconsistency and some difficulty in facing authoritative figures and aggressive situations.

The low coping efficiency was also expressed by a poor performance in aptitude and achievement tests.

All these behaviors may be found to be due to the modest cultural stimulation that ten-year-old Milanese girls belonging to upper-lower sociocultural groups generally receive; these behaviors were also probably affected by the difficulties they experienced in anxiety-arousing situations.

These girls showed a certain lack of critical sense in judging their ability and a modest capacity for self-assertion. They particularly valued in an occupation the aspect of managerial power, but they were also attracted by the esthetic satisfactions that it could provide; they presented occupational aspirations much superior to those corresponding to the fathers' occupational status, but they showed very low actual career expectations.

These apparent incongruities, together with the indecision about the behavior to show in the various social situations and the discordance between coping efficiency and consciousness of their coping behavior, could express the contradiction of society's attitudes towards women, especially in lower socio-cultural levels.

MILAN TEN-YEAR-OLD UPPER-MIDDLE CLASS MALES

Aptitude and Achievement

These boys were the best of the eight groups in their intellectual aptitude score on the Raven (standardized within age groups).

They did not differ significantly from other groups on the standardized test of Mathematics Achievement.

They were the first of all groups in the Reading Achievement test and the second of all groups in their Grade Point Average. (These measures were also standardized separately within the ten-year-old and fourteen-year-old groups.)

Peer Behavior Rating Scales

Ten-year-old upper-middle class boys were rated above average by their classmates in the first four items which are related to task achievement behavior and to relationships with the people around them, but they were below average in coping with Aggression and in controlling Negative Affect. However, they did not differ significantly from other groups on any of the BRS items.

Self-Behavior Rating Scales

Ten-year-old upper-middle class boys rated themselves slightly higher than their agemates rated them in Academic Task Achievement, where they were ranked first. Though none of the other self-ratings were significant, they received the second highest Summary Score, which was significant.

Occupational Values

The most important value for these boys was to follow their fathers' careers; they ranked first on this value.

They ranked lowest of all groups in Variety and second lowest in seeking Security and Success. They stood third highest in their Total Extrinsic Occupational Values score and third lowest on their Total Intrinsic Occupational Values score, though neither of these was significant.

These boys placed Self-Satisfaction first, then Altruism and Intellectual Stimulation. In choosing these three values, they ranked the same three as both groups of ten-year-old girls, though they placed them in a slightly different order.

They showed the least preference for Esthetics, followed by Variety, then Economic Returns and Management.

Occupational Interest Inventory

The objective status level of the jobs these boys hoped to achieve was neither significantly high nor low among the groups. Their career expectations were indeed at the higher extreme (second highest).

The discrepancy between their aspirations and their expectations was not significantly greater than this discrepancy in other groups.

They were rather low among the groups on the measures of discrepancy between their career aspirations and their fathers' occupational status. That is, almost no difference occurred between subjects' aspirations and fathers' job levels.

The discrepancies between objective status level of subjects' aspirations and status level of fathers' and mothers' occupational aspirations for the subjectswere not significantly greater than these discrepancies in other groups.

Educational Aspiration

These boys showed the highest Educational Aspiration level among the eight groups.

Social Attitudes Inventory

These subjects did not differ significantly from the other groups on any of the four scales. Among the four kinds of chosen behavior, a certain preference was given to the active-defensive type of action, compared to other groups. It means that they tended to inadequate action more than other groups, engaging their energies in nonconstructive behaviors.

Sentence Completion

In reacting to the Aggression items in the Sentence Completion, they earned the lowest score on Engagement. None of their other scores were significant.

In the problematic situations in which they were involved with authority figures, these boys were strongly motivated to face the circumstances and to engage themselves and to do something useful to solve the situation. In fact, they received the second highest score among all the eight groups on Engagement and the highest score on Coping Effectiveness.

In the above mentioned circumstances, ten-year-old upper-middle class boys were characterized. more than all other children, by the expression of neutral emotionality (highest score).

They also expressed less negative emotionality than children of the other seven groups did.

When faced with the necessity of dealing with anxious feelings, these boys engaged themselves more than other children (second highest score on Engagement) and appeared to be very good copers (third highest score on Coping Effectiveness).

Furthermore, they showed a great ability to handle this kind of situation in an emotionally neutral way (second highest rank), and to express very little Negative Affect (second lowest rank).

The Interpersonal Relations items on the Sentence Completion evoked average responses from these boys, whose mean scores did not differ significantly from those of the other groups.

In reacting to the Task Achievement items, with one exception the mean scores of the upper-middle class ten-year-old boys were not significantly different from those of other groups. They did receive the third lowest score on Frequency of Positive Affect.

Of the seven aspects of coping for which scores were summed across all the pertinent Sentence Completion items, these boys differed significantly from other groups only on Frequency of Positive Affect, where they received the lowest score.

On the Reality/Fantasy Achievement Discrepancy score, they earned the second highest "positive" discrepancy score of the eight groups. That is, on the Task Achievement items of the Sentence Completion, they portrayed themselves as being less effective achievers than they demonstrated in actual performance as measured by their standardized Reading Achievement scores.

The mean scores for this group did not differ significantly from those of the other groups on any of the Parent/Child Interaction scales.

Story Completion

On the Coping Effectiveness ratings, these boys did not differ significantly from other groups on any of the stories. They also did not differ from other groups on any of the Coping Style dimensions.

Interpretive Comments

These boys were substantially characterized by a tendency to conformity, to the identification with parental figures, and to dependence.

They were very efficient in aptitude and achievement tests; and, in the opinion of their agemates, they presented a rather good performance in scholastic coping and in relations with their school fellows and with authority figures. They were emotively stable and capable of fairly objective self-evaluation.

Their performance and their behavior must be evaluated in light of the rich cultural stimulation they received and the particularly ambitious future that society has projected for them. Subjects of this group seemed to accept passively this function and program and were particularly inclined to accept authority. They seemed to be highly assertive and did not fear anxiety-arousing situations. However, they showed a poor capacity to face aggression, and they tended to solve it by depending on other people.

They expressed the dependent wish to follow their fathers' jobs, and they justified it with a conformist motivation: their declared goal is to obtain satisfaction in doing good work rather than to get prestige, security, and success. Their career expectations were high.

Generally, these boys represent the foreseeable result of an education directed toward dependence and obedience more than to autonomy and to criticism, to the passive adaptation to preconstituted situations rather than an active search for new solutions, to accept the security that boyhood assures in a well-to-do family rather than prepare themselves to face problems that adolescents and youth confront in a changing society.

MILAN TEN-YEAR-OLD UPPER-MIDDLE CLASS FEMALES

Aptitude and Achievement

These girls were above the average of the eight groups in their intellectual aptitude score on the Raven but did not differ significantly from other groups.

They were the first of all groups on the Mathematics Achievement standardized test and in the standardized Grade Point Average. In the Reading Achievement standardized test they were the second of all groups and were exceeded only by ten-year-old upper-middle boys.

Peer Behavior Rating Scales

These girls excelled all other groups in their peer ratings for Nonacademic Task Achievement. Though receiving high ratings, on other items they did not differ significantly from the other groups.

Self-Behavior Rating Scales

These ratings differed very little from the Peer BRS ratings. They received the highest score of all groups on Nonacademic Task Achievement, Authority, and Interpersonal Relations as well as on the Summary Score. They received the second highest score on Academic Task Achievement.

Occupational Values

In the Occupational Values Inventory these girls stood second highest in wanting to follow in their fathers' footsteps.

The value on which they ranked the lowest was Security, and they were second lowest in Economic Returns. These were the only values where this group differed significantly from other groups.

These girls had exactly the same first three rankings as ten-year-old upper-lower females and the same values, though in slightly different order, as ten-year-old upper-middle class males. These were Intellectual Stimulation, Self-Satisfaction, and Altruism.

Observing the last four rankings for the four ten-year-old groups, it can be seen that three of the four values are the same - Management, Esthetics, and work like that of the father - for both female groups and the ten-year-old upper-middle class males. These are the same three groups in fact as had identical values in the first three rankings. Economic Returns was tied with Management for the second lowest rank.

Occupational Interest Inventory

Upper-middle ten-year-old female students aspired to an average status level (scores of all groups were not significantly different), and their job expectations also fell at the middle of the groups.

The discrepancy between their aspirations and their expectations was not significantly greater than this discrepancy in other groups.

On the measures of discrepancy between their career aspirations and their fathers' occupational status, they were significantly low among the groups. That is, these girls' aspirations were significantly lower than their father's job levels.

Nonetheless the discrepancies between the objective status level of subject's aspiration and objective status levels of father's and mother's occupational aspirations for the subject were not significantly greater than those discrepancies in other groups.

Educational Aspiration

These girls earned the second highest score on Educational Aspiration level among the eight groups.

Social Attitudes Inventory

These girls did not differ significantly from other groups on any of the Social Attitudes Inventory scales.

Sentence Completion

In reacting to the Aggression items in the Sentence Completion, these girls' mean scores on all scales did not differ significantly from those of other groups. In fact, all of their mean scores were in the middle range.

In the situations in which authority figures were present, the scores of these girls also did not differ significantly from those of other groups on any of the scales.

When faced with the necessity to deal with anxious feelings, ten-year-old upper-middle class girls betrayed an important amount of Negative Affect (third highest rank). They were also third lowest in Frequency of Neutral Affect expressed.

The Interpersonal Relations items on the Sentence Completion evoked responses which could be evaluated below average. In fact, they earned the second lowest score on Coping Effectiveness though the remainder of their scores were somewhat in the middle ranges.

In reacting to the Task Achievement items, these girls also did not differ significantly from other groups on any of the scales.

On the seven aspects of coping for which scores were summed across the pertinent Sentence Completion items, again, the mean scores for this group did not differ significantly from those of other groups.

On the Reality/Fantasy Achievement Discrepancy score, ten-year-old upper-middle class girls received the highest "positive" score among the eight groups (while in actual performance as measured by their standardized reading achievement data, they received the second highest score). Thus, these girls tended to underestimate more than any other group their actual performance. Their mean score differentiated them significantly from the upper-lower class ten-year-old males.

There were no significant differences involving this group for any of the Parent/Child Interaction scales.

Story Completio

On the Coping Effectiveness ratings, these girls scored lowest of all groups on Story Seven (Interpersonal Relations) and on Total Coping Effectiveness. On the Coping Style dimensions, they were lowest of all groups on Engagement, Initiation, Implementation, and Persistence. Overall, then, this was the lowest scoring of all groups.

Interpretive Comments

These girls showed the results of parents' and relatives' protectiveness, that tend to provide only gratifications and to eliminate frustrations, and so to facilitate a dependent condition and to block growth towards autonomy, initiative, and the expression of their personal resources. These effects were revealed in a clear way in the coping behavior manifested in the Story Completion.

To their families' educative influence and rich cultural stimulations may be attached their strong motivation towards success and competition that results in very good results on school achievement tests, to which is joined a high efficiency in aptitude tests.

A greater maturity compared to the same social-class agemates of the other sex appeared in their good capacity to face aggression from peers (as indicated by the BRS), in their wish to get from their work intellectual stimulation, altruism, and prestige more than economic satisfactions and security. In the wish to follow their fathers' jobs; in their hope to find friendly associates and a comfortable place to work; it would seem that social concerns prevailed over individual ones.

The girls of this group were judged to be very efficient in interpersonal relations and interpersonal self-evaluation compared with agemates' evaluations; they revealed a remarkable realism in judging their capacity. However, Sentence and Story Completion data revealed just the opposite sort of information concerning these girls' interpersonal skills.

MILAN FOURTEEN-YEAR-OLD UPPER-LOWER CLASS MALES

Aptitude and Achievement

These boys were the lowest of the eight groups in their intellectual aptitude scores on the Raven (standardized within age group). They did not differ significantly from other groups on any of the Achievement measures, though their scores were rather low.

Peer Behavior Rating Scales

The upper-lower fourteen-year-old boys were rated very low in almost all items of BRS, though, with two exceptions, they did not differ significantly from other groups. They received the lowest score on Self-Assertion and the second lowest score on Nonacademic Task Achievement.

Self-Behavior Rating Scales

Upper-lower fourteen-year-old boys rated themselves as getting along poorly with adults (lowest score), and also received the second lowest Summary Score of all groups. They did not differ significantly on any of the other items.

Occupational Values

These boys stood highest of the eight groups in valuing the importance of Security and Success in their future careers.

They ranked second highest in valuing Economic Returns.

They were less concerned (their rank was second lowest) with two Extrinsic values: wanting to have friendly associates and fine surroundings. They ranked third lowest in wanting to follow their fathers' careers.

They ranked last in the Intrinsic Occupational Values Total score.

Security, Intellectual Stimulation, and Self-Satisfaction received the first three rankings from these boys. They chose the same values as fourteen-year-old upper-lower females but in a different order.

In the same way they favored least the same values as fourteen-year-old upper-lower females though, again, in a different order. For the boys the values were Management thirteenth, job like that of the father fourteenth, and finally Esthetics.

Occupational Interest Inventory

The objective status level of the jobs these boys hoped to achieve was neither significantly high nor low among the eight groups.

Their stated career expectations also did not differ significantly from the other groups.

The discrepancy between their aspirations and their expectations was not significantly greater than this discrepancy in other groups.

They were significantly high among the groups on the measure of discrepancy between their career aspirations and their fathers' occupational status (second highest discrepancy).

Nonetheless the discrepancy between objective status level of subjects' aspirations and objective status level of fathers' and mothers' occupational aspirations for the subjects was not significantly greater than these discrepancies in other groups.

Educational Aspiration

These boys earned third lowest score of the eight groups.

Social Attitudes Inventory

This group placed itself in the first position on the total score for Active Coping. It was also first in Active Defensive behavior, though this difference was not significant.

This group characterized itself quite clearly, in comparison to all the other ones, for the activity component in behavior, either when it is constructive, mature, and autonomous, or when it is defensive.

Sentence Completion

In reacting to the Aggression items in the Sentence Completion, these boys did not differ significantly from other groups on any of the scales.

When it was a question of facing some situations in which authority figures were involved, fourteen-year-old upper-lower boys very seldom showed negative emotionality (second lowest score) and were endowed with a remarkable ability to handle the situation in an emotionally neutral way (second highest score on Neutral Affect). They also received the lowest score on Frequency of Positive Affect.

When faced with the necessity to deal with anxious feelings, these boys were more motivated than most other groups and earned the second highest score on Stance and Coping Effectiveness. Furthermore, they indicated an excellent ability to handle this kind of situation in an emotionally neutral way (they received the lowest score on Negative Affect and the highest on Neutral Affect).

The Interpersonal Relations items on the Sentence Completion evoked good responses from these boys who earned the second highest score on Coping Effectiveness. They also demonstrated a capacity to deal with Interpersonal Relations problems in an emotionally neutral way (highest score on Neutral Affect). Indeed, they showed the lowest incidence of negative emotionality in reacting to these items.

In reacting to the Task Achievement stems, the fourteen-year-old upper-lower class boys received the lowest score on Attitude of all groups. However, they received the third highest score on Frequency of Positive Affect. There were no other significant differences in this area.

Of the seven aspects of coping for which scores were summed across all the pertinent Sentence Completion items, these boys received the highest score on Frequency of Neutral Affect and the lowest score on Frequency of Negative Affect.

On the Reality/Fantasy Achievement Discrepancy score, they received the third smallest discrepancy score of all groups, though this was a "negative" discrepancy.

Thus, on the Task Achievement items of the Sentence Completion they portrayed themselves as slightly more effective achievers than they demonstrated in actual performance as measured by their standardized Reading Achievement scores. However, their score did not significantly differentiate them from other middle groups.

There were no significant differences involving this group on any of the Parent/Child Interaction scales.

Story Completion

On Coping Effectiveness, these boys received the highest scores of all groups on Story Four (Interpersonal Relations) and on Story Six (Nonacademic Task Achievement). On the Coping Style dimensions, they differed only on "Affect Tone 1st" (with problem) where they received the highest score of all groups.

Interpretive Comments

The boys in the fourteen-year-old upper-lower group showed very few outstanding qualities among their agemates. The Sentence Completion test indicated that they had a pronounced ability to deal with anxiety-arousing situations, as well as some ability to deal with

Interpersonal Relations. But, in contrast, they showed a low motivation and coping efficiency in situations where they had to deal with authority.

They did not perform well in academic or nonacademic tasks related to the school; their agemates did not regard them favorably; they were not effective in situations where they had to face aggression.

Their opinions of themselves fit in with the opinions their agemates had of them. Their career expectations were modest, but slightly above their fathers' occupational levels. The values they sought in work were success, security, and income.

In general, it appears that these boys reflected in their behavior the disadvantages of their social environment. They seemed to be realistic about themselves and their future possibilities. They resisted authority but did not over-value their ability to rise above the occupational level of their fathers. They showed a general level of maturity sufficient for their primary needs.

MILAN FOURTEEN-YEAR-OLD UPPER-LOWER CLASS FEMALES

Aptitude and Achievement

These girls were the second lowest of all groups on the age-standardized test of Mathematics Achievement. However, they did not differ significantly from the other groups on the Raven, the Reading Achievement test, or on Grade Point Average.

Peer Behavior Rating Scales

These girls had an average-to-positive reputation on most of the items of the BRS. They did not differ significantly from other groups on any of the BRS items.

Self-Behavior Rating Scales

These girls had a considerably less optimistic picture of themselves than did their agemates.

In sharp contrast to their average-to-positive reputation with their classmates, these girls rated themselves lowest of all groups on Academic Task Achievement and on Nonacademic Task Achievement.

On resistance to becoming emotionally upset, these girls rated themselves higher than their agemates did; in fact, they received the highest score of all groups.

Their Self-Rating BRS Summary score puts them at the lowest rank.

Occupational Values

On the Occupational Values instrument, these girls stood highest of the eight groups in seeking Variety and in the desire for fine surroundings in their future jobs. They occupied the second highest rank in valuing the chance to have security, and in wanting friendly associates.

This group ranked lowest in Creativity and in wanting to follow in their fathers' footsteps.

They stood third highest in their Intrinsic score and third lowest in their Extrinsic Total score, though these scores were not significant.

Intellectual Stimulation, Self-Satisfaction, and Security were the first three rankings for these girls. They chose the same values as fourteen-year-old upper-lower class males though in a different order.

In the same way they favored least the same values as fourteen-year-old boys of the same class but in a different order. For the girls the last three values were Management, Esthetics, and work like that of the father.

Occupational Interest Inventory

Fourteen-year-old upper-lower female students aspired to a status level which was neither significantly high nor low among the groups. Their stated career expectations were at an average-to-lower position. The discrepancy between their aspirations and their expectations was not significantly greater than this discrepancy in the other groups.

They fell in the middle of the groups on the variable dealing with discrepancy between their career aspirations and their fathers' occupational status (fourth highest), indicating that they aspired to jobs of higher status level than those of their fathers'.

They were neither significantly high nor low among the groups on the measures of discrepancy between their career aspirations and their fathers' and mothers' aspirations for them.

Educational Aspiration

These girls earned the lowest scores of all groups in Educational Aspiration.

Social Attitudes Inventory

These girls did not differ significantly from other groups on any of the scales for this instrument.

Sentence Completion

In reacting to the Aggression items, these girls did not differ significantly from other groups on any of the scales.

When it was a question of facing problematic situations in which authoritarian figures were involved, fourteen-year-old upper-lower class girls earned the lowest scores on Attitude and on Coping Effectiveness and the second lowest score on Engagement. They projected a picture in which authoritarian figures elicited a great amount of Negative Affect (highest score), and they had the lowest score on Frequency of Neutral Affect.

When faced with the necessity to deal with anxious feelings, these girls showed a great amount of Negative Affect (second highest score) and the second lowest Neutral Affect, thus indicating little ability to do something effective about the situation that arouses the anxiety. They also received the lowest score on Stance and the second lowest scores on Engagement and Coping Effectiveness.

The Interpersonal Relations items on the Sentence Completion evoked the lowest score on Engagement. With the ten-year-old females of the same socioeconomic level, they showed the highest incidence of negative emotionality in reacting to these items, and also earned the lowest score on Frequency of Neutral Affect.

In reacting to the Task Achievement items, these girls' scores did not differ significantly from those of other groups on any of the scales.

On the seven aspects of coping for which scores were summed across all the pertinent Sentence Completion items, these girls received the lowest scores on overall Attitude and on Coping Effectiveness. They received the second lowest scores on Engagement and Frequency of Neutral Affect and the highest score on Frequency of Negative Affect.

The Reality/Fantasy Achievement Discrepancy score for this group of girls lay somewhat in the middle ranges but was a "negative" discrepancy (the third highest negative discrepancy). Thus, these girls tended to overestimate their actual performance in reacting to the Task Achievement items of the Sentence Completion. However, their mean discrepancy score was not significantly different from those of other middle groups.

The mean scores for this group did not differ significantly from those of other groups on any of the Parent/Child Interaction scales.

Story Completion

On Coping Effectiveness ratings, these girls stood lowest of all groups on Story Two (Father's Authority) and on Story Four (Interpersonal Relations). On the Coping Style dimensions, they differed only on "Affect Tone 1st" (with problem), where they received the lowest score of all groups.

Interpretive Comments

The fourteen-year-old upper-lower class girls tended to be in an unfavorable position on nearly all of our measures. In Achievement and Aptitude they were relatively low and also in Self-Esteem. Their performance level was related to the weak stimulation they got from their environment and to their emotional problems which tended to depress their coping effectiveness, especially when they had to deal with authority figures or anxiety situations.

It may be inferred that a cause of their maladjustment is the conflict, frequent for girls of this age and socioeconomic level, between their need for autonomy and the wish of their parents to control the behavior of their daughters.

Their low self-esteem appears to be related to their relatively low vocational expectations. The values they sought in employment generally appear to represent an idealistic attempt to compensate for the frustrations they experienced at home.

MILAN FOURTEEN-YEAR-OLD UPPER-MIDDLE CLASS MALES

Aptitude and Achievement

These boys were at the average of the eight groups in their intellectual aptitude score on the Raven. They also did not differ significantly from other groups on any of the Achievement measures but were second highest of the fourteen-year-old groups on all three measures.

Peer Behavior Rating Scales

These boys did not differ significantly from other groups on any of the Peer BRS items, though they were fairly highly ranked in handling aggressive behavior and in resistance to becoming emotionally upset.

Self-Behavior Rating Scales

In contrast to their average-to-negative reputation with their classmates, these boys received the second highest score on Nonacademic Task Achievement.

Dealing with Interpersonal Relations with Peers, these boys gave themselves less favorable ratings than did their agemates, receiving the lowest score of all groups.

Their Self-BRS Summary score was average-to-negative.

Occupational Values

On the Occupational Values instrument, these boys stood highest of the eight groups in valuing the chance to be creative in their future careers. They ranked third highest in wanting to follow their fathers' careers.

They stood lowest of all in seeking Intellectual Stimulation and Esthetic Satisfaction in their jobs.

These boys ranked Creativity first and in this they were the same as ten-year-old upper-lower class males but quite different to the other six groups. They placed Self-Satisfaction second and Altruism third.

They favored least the same values as all the other fourteen-year-old groups though they placed them in a slightly different order: work like that of the father thirteenth, then Management, and finally Esthetics.

Occupational Interest Inventory

The job aspirations of these boys put them at the middle of all groups, although the difference between scores of all groups was not significant. Their job expectations were at the highest level. Nonetheless the discrepancy between their aspirations and their expectations was not significantly greater than the same discrepancy in other groups.

On the measure of discrepancy between their career aspirations and their fathers' occupational status they fell at the middle of all groups (fifth highest score). This difference was significant from all other groups.

These boys were neither significantly high nor low among the eight groups on the measures of discrepancy between their career aspirations and the aspirations they believed their fathers and mothers held for them.

Educational Aspiration

These boys earned the third highest score of the eight groups for this value and received the highest score among the groups of fourteen-year-old children.

Social Attitudes Inventory

These boys did not differ significantly from other groups on any of the Social Attitudes Inventory scales.

Sentence Completion

In reacting to the Aggression items on the Sentence Completion, these boys earned the first rank on Stance, on Engagement, and on Coping Effectiveness.

When it was a question of facing problematic situations in which authoritarian figures were involved, fourteen-year-old upper-middle class boys earned the third lowest score on Engagement. They did not differ significantly on any of the other Authority scales.

When faced with the necessity to deal with anxious feelings, none of the mean scores of the scales in this area significantly differentiated this group from other groups.

The Interpersonal Relations items on the Sentence Completion evoked very good responses from these boys, in most respects. On the coping stems, they were the first on Engagement and Coping Effectiveness among the eight groups.

With one exception fourteen-year-old upper-middle class boys did not differ significantly from other groups in task achievement situations. They received the second highest score on Frequency of Positive Affect.

Of the seven aspects of coping for which scores were summed across all the pertinent Sentence Completion items, these boys received the highest score on Total Stance and Total Coping Effectiveness and the second highest score on Frequency of Neutral Affect and Positive Affect. They received the second lowest score on Frequency of Negative Affect.

On the Reality/Fantasy Achievement Discrepancy score, they received the second lowest score of the eight groups, and this discrepancy score was "positive," though nonsignificant. That is, on the Task Achievement items of the Sentence Completion, they portrayed themselves at almost the same level as their actual performance, as measured by their standardized Reading Achievement scores.

These boys received the lowest mean score on two of the four Parent/Child Interaction scales: that for Parent/Child Interaction and that for Interaction with Father.

Story Completion

On the Coping Effectiveness ratings, these boys stood first on Story Eight (Aggression), Story Two (Father's Authority), Story Seven (Interpersonal Relations), and on Total Coping Effectiveness. On the Coping Style dimensions they were first on Engagement, Initiation, Implementation, and Persistence. Thus, this group had the highest overall Story Completion scores of all groups.

Interpretive Comments

There are some contradictions in the picture which emerged of the fourteen-year-old upper-middle class boys. The Sentence Completion and certain scales in the Story Completion instruments gave them a high coping competence in Interpersonal Relations, but their agemates rated them rather low in this area, as did the boys themselves.

There was some general agreement on their fairly good capacity to meet aggressive situations. This is probably due to their favored position with respect to experience with other people and to the greater freedom they have than other fourteen-year-old boys and girls. They rated high on initiative in solving problematic situations. They had high vocational expectations, as would be expected. But, in spite of their favorable socioeconomic situation, their performance on Aptitude and Achievement tests was only average.

Summarizing, we may say that the performance of these boys in school and on our tests tends to reflect the contradiction frequently seen at this age level among upper-middle class youth. This contradiction is related to the discrepancy between the immature behavior of adolescence and the emergence of early adult characterisitics.

The concurrent appearance of discordant elements of personality development makes the adolescent appear somewhat schizoid and leads us to say that "the normal adolescent is an abnormal person."

MILAN FOURTEEN-YEAR-OLD UPPER-MIDDLE FEMALES

Aptitude and Achievement

These girls were the second of all groups in their intellectual aptitude score on the Raven (standardized within age group), and they were the first of the fourteen-year-old groups.

They were also the second of all groups and the first of the fourteen-year-old groups on the age-standardized test of Mathematics.

They did not differ significantly from other groups on the Reading Achievement test or in their Grade Point Average.

Peer Behavior Rating Scales

Upper-middle class fourteen-year-old girls appeared to be highly effective in coping with Task Achievement and with the human world around them, receiving the highest score on Academic Task Achievement, Authority Relations, and Peer Relations. They also received the highest score on Self-Assertion and the second highest score on Nonacademic Task Achievement.

In the Summary Score derived from the first four items, upper-middle fourteen-year-old girls were rated at the highest place.

Self-Behavior Rating Scales

These girls had basically less than positive self-concept. However, they differed significantly from other groups on only one item.

In Emotional Stability the girls' self-rating was at the same level as the rating from their agemates, that is, the lowest of all groups.

The girls rated themselves higher on coping with Aggression than did their classmates. They did not differ significantly from other groups on their Self-Rating Summary Score.

Occupational Values

On the Occupational Values instrument, these girls ranked highest in two of the fifteen values. They stood highest of all in Independence and in wanting friendly Associates. They were second highest in their desire for attractive Surroundings. They ranked lowest in four values: Prestige, Management, Success, and Economic Returns. They obtained the highest overall Intrinsic score of all groups.

These girls had the same values in the top three rankings as three out of the four ten-year-old groups and in exactly the same order as both ten-year-old female groups. That is, they ranked Intellectual Stimulation first, Self-Satisfaction second, and Altruism third.

Their last three choices were the same as the other three fourteen-year-old groups and in exactly the same order as fourteen-year-old upper-lower males: Management, work like that of the father, and Esthetics.

Occupational Interest Inventory

The objective status level of the jobs these girls hoped to achieve was neither significantly high nor low among the groups. Their job expectations were not significantly different either. The discrepancy between their aspirations and their job expectations was not significantly greater than this discrepancy in other groups. Upper-middle fourteen-year-old girls were at the lower extreme on the measure of discrepancy between their career aspirations and their fathers' occupational status. Nonetheless the discrepancies between objective status level of subjects' aspirations and objective status levels of fathers' and mothers' occupational aspirations for the subjects werenot significantly greater than these discrepancies with other groups.

Educational Aspiration

These girls earned the fourth score of the eight groups for this value.

Social Attitudes Inventory

This group of girls placed itself in the eighth position on the Total Score for Passive Defensive behavior. They were also lowest in Active Defensive behavior though this difference was not significant.

Sentence Completion

In reacting to the Aggression items of the Sentence Completion, the mean scores of these girls did not differ significantly from those of other groups on any of the Aggression scales.

Situations which involved authoritarian figures evoked extremely poor responses from these girls in every respect. They betrayed a great amount of Negative Affect (second highest scores). Furthermore, they earned the lowest scores on Stance and Engagement and the second lowest one on Coping Effectiveness.

The Anxiety items also evoked poor responses from these girls who tended, more than all other children, to express their emotionality in a negative way (highest score on Frequency of Negative Affect, and lowest score on Neutral Affect). Furthermore, they received the second lowest score on Stance and the lowest score on Engagement and Coping Effectiveness.

In the area of Interpersonal Relations, the mean scores for this group, on each scale, did not differ significantly from those of other groups.

Task Achievement situations were handled in a positive way by these girls who received the highest score on Positive Affect. They did not differ significantly on any of the other Task Achievement scales however.

Of the seven aspects of coping for which scores were summed across all the pertinent Sentence Completion items, these girls received the lowest scores for Stance and for Engagement. The ambivalence of these girls was demonstrated by the fact that they received the highest score on Total Positive Affect and the second highest score on Total Negative Affect. They earned the lowest score on Total Neutral Affect.

On the Reality/Fantasy Achievement Discrepancy score, they earned the lowest discrepancy score of all groups. That is, they tended to report their performance more accurately than any other group. Their mean score, however, did not differentiate them significantly from other middle groups.

There were no significant differences involving this group on any of the Parent/Child Interaction scales.

Story Completion

On the Coping Effectiveness ratings, these girls were second highest on Story Eight (Aggression) but did not differ on other stories. On the Coping Style dimensions, they were second highest on Implementation but, again, did not differ on any other variable.

Interpretive Comments

These girls excelled most other groups on all Aptitude and Achievement measures. Their coping efficiency was high in some behavior areas (as indicated by Story Completion results), but there were some difficulties with authority situations and, even more, in situations which involved Anxiety (as indicated by the Sentence Completion). The presence of a remarkable amount of negative affect in relation to authority seemed to indicate some family conflicts. These girls were not motivated toward facing certain situations;their resistance to authority could be the premise for a nonconforming attitude set.

The picture these girls presented of themselves was somewhat favorable. The values they considered as most important on the job were essentially idealistic ones: Self-Satisfaction, Intellectual Stimulation, and Altruism.

In general, these girls seemed to express, in almost all their behavior, those characteristics which are normally elicited by a fortunate and culturally stimulating environment: high achievement, intellectual interests, idealistic motivations, capacity for facing and solving problematic situations, in most cases, in an adequate way. But in their attitude towards authority, that same authority which has fixed the lines of their education, these girls indicated perhaps the need of each generation to reach autonomy. In order to reach this goal, these girls refused an authoritarian relationship with the previous generation when this kind of relationship was not only proposed but imposed.

ANOVA OF MEANS:
MILAN SAMPLE DIFFERENCES BY AGE, SOCIOECONOMIC STATUS, AND SEX

APTITUDE AND ACHIEVEMENT

Age

No systematic age differences appeared in the analysis, which is exactly the way it should be since the instruments were standardized within the age groups.

Middle-class children did better to a significant degree than the working-class children at both age levels on the Reading test and in the Grade Point Average. However, at age ten this difference in favor of the middle class was significantly greater than in the fourteen-year-old sample.

No other significant interaction effects with age appeared in the analysis of these measurements.

Socioeconomic Status

Upper-middle class children uniformly excelled the working-class children on all of the aptitude and achievement measures. Other than the Age x SES interaction mentioned above, there were no other significant status interactions.

PEER BEHAVIOR RATING SCALES

Interpretive Restrictions

As the children were not only in different classes but the ten-year-olds were in different schools from the fourteen-year-olds, the reference populations for the behavior ratings of the two age groups were completely different. Thus, it is not meaningful to compare scores across the two age groups as a whole. However, it may be meaningful to compare differences within the two age groups.

An important reservation must be noted in discussing results from Peer BRS which involve class, either as a main effect or as a part of interaction effect. While none of the schools sampled in Milan were homogeneous for socioeconomic status, the children were somewhat segregated by status into different schools because of residential differences. In any given class there would be some upper-middle class children and some working-class children, with a varied proportion from school to school. Thus, these ratings do not reflect the ideal heterogeneous situation in which all children could select among representatives of a fully balanced social status range in making their ratings on the BRS items.

Age

There were no significant age differences for any of the Peer BRS items. There was one significant Age x Sex interaction for resistance to becoming emotionally upset. At age ten, boys and girls appeared to have nearly the same resistance to becoming emotionally upset. At age fourteen, the girls had a very strong superiority over the boys, according to this instrument.

Socioeconomic Status

Remembering the BRS social status above mentioned, it can be noted that a systematic class difference appeared in the first six items; that is, the middle-class children received better ratings than the working-class children. They also were significantly higher on the BRS Summary Score.

There was a significant SES x Sex interaction in Item 2 dealing with Nonacademic Task Achievement. In the upper-middle class, the girls exceeded the boys in reputation on Nonacademic Task Achievement, whereas there was no sex difference with the lower-class group.

Sex

The girls excelled the boys in reputation for being resistant to becoming emotionally upset, and they excelled the males in the Summary Score on the first four items.

SELF-BEHAVIOR RATING SCALES

Interpretive Restriction

It must be pointed out that in our station almost all subgroups of the sample have been rated in classes segregated by sex. That situation might have influenced a large part of the results.

Age

There was only one item which showed an age difference. On Item 3 concerning relationship with authority figures, at ten, children rated themselves higher than did fourteen-year-old children. In the Summary Score for the first four items, ten-year-old pupils gave themselves more positive ratings than did the fourteen-year-old children.

There was one significant Age x Sex interaction. On the second item, Nonacademic Task Achievement, at age ten, the boys tended to rate themselves less favorably than the girls; at age fourteen this difference was reversed. There was also a significant Age x SES interaction for Item 4 concerning Peer Interpersonal Relations. At both age levels the middle-class children received higher scores, but at age ten this difference in favor of the middle class was significantly greater than it was at age fourteen.

Socioeconomic Status

Systematic status differences appear on six of the self-rating scales. On every one of the items, except number seven dealing with Aggression, lower-class children rated themselves lower than did the middle-class children.

On Item Seven, Coping with Aggression, this difference disappeared. The middle-class children also received a higher Summary Score.

Sex

No systematic sex differences appeared in the analysis.

OCCUPATIONAL VALUES

Age

The age main effect appeared only in seven of the fifteen scales. The ten-year-old sample received significantly higher scores than did the fourteen-year-olds on Management and Follow Father.

The fourteen-year-old sample was significantly higher on Independence, Security, Surroundings, Associates, and Variety. There were no age differences for the overall Intrinsic or Extrinsic scores.

There was one significant Age x SES interaction for Creativity as a value. At age ten, working-class children excelled the upper-middle class children in their preference scores for Creativity. The pattern was reversed such that at age fourteen, the upper-middle children excelled the working-class children.

There was also a significant Age x Sex interaction for the value Associates. At both age levels the females gave greater preference to this value. However, at age fourteen this difference in favor of the females was significantly greater than was this difference at age ten.

When rankings within each age group were examined it was seen that both groups ranked the same first three values in the same order: Intellectual Stimulation, Self-Satisfaction, and Altruism. However, while ten-year-olds favored Success and Creativity, the fourteen-year-olds were more concerned with Security and Pleasant Associates.

The last four values were also the same, though placed in slightly different order, with ten-year-olds favoring least Management, Variety, work like that of the father, and Esthetics, while fourteen-year-olds placed Variety twelfth and Management thirteenth.

Socioeconomic Status

Upper-middle class children excelled the working-class children in valuing the chance to be creative in their future careers and in wanting to follow their fathers' careers.

Working-class children were significantly more concerned with Esthetic interest, Management, Success, Security, and Economic Returns than upper-middle class children.

There was a significant SES x Sex interaction for the value Creativity. There was a systematic sex difference involving the chance to be creative in the job, with a general superiority of the boys over the girls in both socioeconomic levels. However, this difference in favor of the boys was significantly greater in the upper-lower class than was this difference among the upper-middle class children.

Both upper-lower and upper-middle children ranked Intellectual Stimulation as the most important value, followed by Self-Satisfaction. However, upper-lower children gave Security third ranking and Altruism the fourth, while upper-middle children ranked Altruism third and Creativity fourth.

Three out of the four values favored least were the same for both class groupings: middle-class children ranking Variety twelfth, then Management, Esthetics, and work like that of the father; working-class children also ranking Variety twelfth, then Economic Returns, Management, and Esthetics.

Sex

There were nine scales plus two total scores which showed sex differences. They were Economic Returns, Follow Father, and Creativity in which boys' ratings were superior. The sex difference was more accentuated in favor of girls on Independence, Intellectual Stimulation, Variety, Esthetic satisfactions, Surroundings, and Associates.

As far as total scores are concerned, we may say that girls of our sample emphasized Intrinsic Occupational Values, while Extrinsic Values were the more important for boys.

While males ranked Self-Satisfaction first and Intellectual Stimulation second, females reversed this order. Males then ranked Creativity, Altruism, and Security, while females favored Altruism, Pleasant Associates, and Security.

Their last three rankings were for the same values: Management, work like the father, and Esthetics for males; and Management, Esthetics and work like that of the father for females.

OCCUPATIONAL INTEREST INVENTORY

Age

Only one age difference appeared in the analysis. On the objective status level of subject's occupational expectation, students at age ten appeared to have lower occupational expectations than at age fourteen.

There was one significant interaction effect showing the same pattern at the two age levels in different social classes. Upper-lower class children uniformly excelled the middle-class children in the discrepancy between subject's occupational aspiration and father's job level. However, this discrepancy in favor of the upper-lower class was significantly larger in the ten-year-old sample than it was in the fourteen-year-old sample.

Socioeconomic Status

Remembering that for this particular instrument in variables 38 and 39, a high numerical score of six represents the lowest occupational status and a low numerical score of one represents the highest status, it can be noted that in the Expectation variable the upper-lower students aspired to significantly lower status occupations than did the upper-middle subjects.

Upper-lower class children excelled the middle-class children in the discrepancy between the objective status level of subject's aspiration and the status level of subject's expectation, in the sense that working-class children's aspirations were greater than their expectations, while this difference was less accentuated for middle-class children.

Dealing with discrepancy between students' occupational aspirations and fathers' occupational status levels, it may be noted that also in this case working-class children's discrepancies were greater than middle-class children's discrepancies.

The SES x Sex effect was such that while lower-class boys aspired to a lower status job than did lower-class girls, the sex difference was reversed among the upper-class children (it is particularly important to note this interaction since it probably influenced most of the main effect for sex). That is, the greatest part of the sex difference occurred at the middle-class level, even though there was a significant overall effect across both status levels.

Sex

The boys earned higher scores than the girls in both Occupational Aspirations and Expectations.

In the discrepancy between fathers' occupational status levels and children's aspirations, this discrepancy was greater for the males than for the females.

EDUCATIONAL ASPIRATION

Age

Ten-year-old children's Educational Aspiration mean scores were superior, to a significant degree, to those of fourteen-year-old children.

Socioeconomic Status

Upper-lower children showed a lower Educational Aspiration score compared to upper-middle children.

Sex

Females had a lower Educational Aspiration level compared to males.

SOCIAL ATTITUDES INVENTORY

Age

Significant differences have been noted, related to the age of subjects, for the score on Active Coping, which was higher at fourteen than at ten, and for Passive Defensive behavior, which was higher at age ten than at age fourteen.

There was one significant Age x Sex interaction for Active Coping. At age ten the females received the higher scores while at age fourteen the males received higher scores.

Socioeconomic Status

In regard to the social level, significant differences were noticed in the Total Score for Passive Coping, where upper-middle pupils had a higher score than the lower-class group. The lower-class pupils showed higher scores than the middle class in both Active and Passive Defensive behavior.

Sex

The only significant difference appeared to be in the Active Defensive category, where the males had a higher score than did the females.

SENTENCE COMPLETION

Age

Fourteen-year-old children showed a higher ability, to a significant degree, in facing, handling, and solving situations of aggression than ten-year-old children, receiving significantly higher scores on Stance, Engagement, and Coping Effectiveness in this area.

There were significant Age x Sex interactions for all Aggression scales. For Stance, Coping Effectiveness, and Frequency of Neutral Affect, at age ten the females received the higher scores, while by age fourteen the males received the higher scores. Just the reverse was observed with Frequency of Neutral Affect. For Engagement, at age ten the females excelled the males, while at age fourteen there was no sex difference in the mean Engagement scores.

There were age differences observed for five of the seven scales in the area of Authority relations. The ten-year-old subjects received higher scores than the fourteen-year-old subjects on Attitude Toward Authority, Stance, Engagement, Coping Effectiveness, and Frequency of Positive Affect.

There were a large number of Age x Sex interactions also observed. For Stance and for Coping Effectiveness, at age ten the females received the higher scores, while by age fourteen, the males received the higher scores. For Frequency of Negative Affect, at both age levels the females expressed more negative affect than did the males; however, at age fourteen this difference in favor of the females was significantly greater than it was at age ten. With respect to Frequency of Neutral Affect, just the opposite effect was observed. That is, though males of both age levels expressed more Neutral Affect, the difference was greater among the fourteen-year-olds than among the ten-year-old subjects.

Two age differences were observed in the area of Anxiety. For Stance and for Engagement, the ten-year-old subjects excelled the fourteen-year-old subjects. There were no significant interactions involving age.

In the area of Interpersonal Relations, the ten-year-old subjects expressed significantly more positive attitudes, but a greater Frequency of Negative Affect than did the fourteen-year-old subjects. Fourteen-year-old subjects, however, received significantly higher scores on Coping Effectiveness and Frequency of Neutral Affect as compared to the ten-year-old subjects.

There were three significant Age x Sex interactions. For Coping Effectiveness, at age ten the females received the higher scores, while at age fourteen the males were the more effective copers. For Frequency of Negative Affect, at both age levels the females expressed more negative affect; however, this difference in favor of the females was significantly greater among fourteen-year-olds than among ten-year-old subjects. The reverse situation was observed for Frequency of Neutral Affect. That is, the difference in favor of the males was greater among the fourteen-year-old sample than among the ten-year-old sample.

When faced with Task Achievement problems, ten-year-old subjects, again, showed a more positive Attitude toward Task Achievement, yet expressed a significantly higher Frequency of both Neutral and Negative Affect than did fourteen-year-old subjects. The fourteen-year-old subjects earned the higher Coping Effectiveness score as well as a higher score on Frequency of Positive Affect.

One Age x Sex interaction occurred for the Attitude scale. At both age levels females had more positive Attitudes toward Task Achievement than did males; however, this difference in favor of the females was significantly greater among ten-year-olds than among the fourteen-year-old subjects.

With respect to the Total Scores, the ten-year-old subjects excelled the fourteen-year-old subjects in both Total Attitude and Total Engagement. The fourteen-year-old subjects received the higher score on Frequency of Positive Affect.

There were a large number of Age x Sex interactions for these Total Scores. For Attitude, among the ten-year-olds the females had the more positive Attitudes, while among the fourteen-year-old sample, the males had the more positive Attitudes. For Stance, Coping Effectiveness, and Frequency of Neutral Affect, males earned higher scores on the average at both age levels; however, this difference in favor of the males was significantly larger in the fourteen-year-old sample than in the ten-year-old sample. The reverse situation occurred for Frequency of Negative Affect. That is, the difference in favor of the females was greater in the fourteen-year-old sample than in the ten-year-old sample.

With respect to the Parent/Child Interaction items, the ten-year-old subjects received significantly higher scores than the fourteen-year-olds on both Parent/Child Interaction and Interaction with Father. On both of these variables there were significant Age x Sex interactions. In both cases, at age ten the males earned higher scores; while at age fourteen the females earned the higher scores.

Socioeconomic Status

There were no social class differences found with any of the Aggression items.

While there were no social class main effects found with any of the Authority items, there were two significant interactions involving social class and sex. For Stance toward Authority, among the upper-lower class children, the females received the higher scores, while among the upper-middle class children the males received the higher scores. For Engagement, in both socioeconomic classes the males received the higher scores; however, this difference in favor of the males was significantly greater in the upper-middle class than in the upper-lower class.

For the Anxiety area, again, there were no significant pure social class differences. One significant SES x Sex interaction occurred for the variable Stance. The males excelled the females in both social classes. However, this difference in favor of the males was significantly greater in the upper-lower class than in the upper-middle class.

One significant social class difference was observed in the area of Interpersonal Relations. For the Engagement scale, the upper-middle class subjects earned significantly higher scores than did the upper-lower class subjects. There were no significant interactions involving socioeconomic class.

In the Task Achievement area, two significant social class differences were observed. For Engagement, the upper-lower children received higher scores than did the upper-middle class children. For Frequency of Positive Affect, the upper-middle class children received the higher scores.

There were no significant social class differences or significant interactions involving social class for any of the Total Scores.

There was a significant social class difference on the Reality/Fantasy Achievement Discrepancy score . While upper-lower class children tended to overestimate their actual performance, upper-middle class children tended to underestimate their actual performance. There was, also, a significant Age x SES interaction involving this discrepancy score. At both age levels, the upper-lower class tended to overestimate their performance, while the upper-middle class tended to underestimate their performance. However, this difference was far more pronounced among ten-year-old subjects than among fourteen-year-olds. The degree of both over- and underestimation of performance decreased from age ten to age fourteen; so that by age fourteen upper-middle class children had hardly any discrepancy whatsoever and the discrepancy for the upper-lower class had decreased.

For the Parent/Child Interaction scales, there was one social class difference. With respect to Interaction with Father, the upper-lower class children earned higher scores than did the upper-middle class children.

Sex

In the area of Aggression, females received significantly higher scores than males on Engagement, while the males received the higher scores on Coping Effectiveness.

In the area of Authority, males received significantly higher scores than females on both Coping Effectiveness and Frequency of Neutral Affect, while females received higher scores on Frequency of Negative Affect.

Also in anxiety situations males gave better responses than females on Stance, Engagement, and Coping Effectiveness and showed a superior ability to deal with this kind of situation in a neutral way. On the other hand, males showed a smaller amount of negative emotionality than did females.

In the area of Interpersonal Relations, the males received significantly higher scores than did the females on Stance, Engagement, Coping Effectiveness, and Frequency of Neutral Affect. The females, on the other hand, received higher scores on Frequency of Negative Affect and Frequency of Positive Affect, indicating a higher degree of emotionality, in general, in lieu of effective coping behavior.

There was only one sex difference in the area of Task Achievement. Females had significantly more positive attitudes toward Task Achievement than did males.

Males were superior to females on Total Stance, Total Engagement, and Total Coping Effectiveness. For the Total Scales of Affect, males more often expressed neutral emotionality than females who, on the other hand, showed negative affect more frequently than did males.

STORY COMPLETION

Age

On the Coping Effectiveness ratings, the fourteen-year-olds received higher scores than did the ten-year-olds on Story Eight (Aggression), Story Seven (Interpersonal Relations), Story Six (Nonacademic Task Achievement), and on Total Coping Effectiveness. On the Coping Style dimensions, the fourteen-year-olds were higher on Engagement, Initiation, Implementation, and Persistence.

On the Coping Effectiveness ratings, there were three significant Age x SES interactions. For Story Two (Father's Authority), Story Seven (Interpersonal Relations), and for Total Coping Effectiveness, at age ten the lower-class children received higher scores, while at age fourteen the middle-class children scored higher. For the Coping Style dimensions, there were two significant Age x SES interactions. For Engagement and for Implementation, at age ten the lower-class children received higher scores, while at age fourteen, the middle-class children scored higher. There were no significant Age x Sex interactions.

Socioeconomic Status

On the Coping Effectiveness ratings, the middle-class children scored higher than the lower-class on Story Eight (Aggression). There were no social class main effects on the Coping Style dimensions. On the Coping Effectiveness ratings there were two significant SES x Sex interactions. For Story Four (Interpersonal Relations), in the lower-class the males scored higher, while in the middle-class the females scored higher. For Story One (Academic Task Achievement), in the lower-class the females scored higher, while in the middle-class, the males scored higher. On the Coping Style dimensions there was a significant SES x Sex interaction for Stance only. In the lower-class the females received higher scores, while in the middle-class the males scored higher.

Sex

On the Coping Effectiveness ratings, the males scored higher than the females on Story Five (Anxiety) and Story Six (Nonacademic Task Achievement). On the Coping Style dimensions, the males scored higher than the females on Engagement, Initiation, and "Affect Tone [illegible]st" (with the problem).

INTERPRETIVE COMMENTS

The discrepancy between the upper-middle and upper-lower boys' scores in the aptitude measures didn't change substantially between the ages of ten and fourteen.

The results of the BRS showed a higher self-valuation in general, and particularly in reference to the figures of authority, at the age of ten than at the age of fourteen. The younger children showed more faith in themselves, a tendency toward hyper-valuation, and a modest sense of self-criticism; while at the age of fourteen, there appeared to be more awareness of the social problems and a more critical attitude towards themselves and their own convictions. These results agreed substantially with the knowledge offered by the psychology of development, concerning the modifications associated with puberty and adolescence.

Proceeding from the age of ten to the age of fourteen, a significant modification in almost every aspect of the behavior and attitudes can be noticed. At ten there was a disposition to passivity, to weak initiative and persistence, and to modest cleverness in facing and solving problems in almost all dimensions of coping. At fourteen the behavior appeared more active, with a tendency to initiative, to face problems till their solution was achieved. This systematic difference shows that the way problems are faced was more adequate and efficient at the older age. The fact that this did not appear in the case of Academic Task Achievement and when a figure of authority operated, seems to indicate that the maturing of personality, in Milanese society, does not involve the resolution of the problems in efficiency in studying and in reaction toward authority. Actually these problems may reach their highest and most critical stage in preadolescence and adolescence. The lack of improvement in coping behavior from the age of ten to the age of fourteen in these two areas could then confirm the inadequacy -- for the needs of the new generation -- of structures still active in the school and family, where the child feels a particular insufficiency as he attempts to grow from a condition of passive acceptance of impositions to a progressive autonomy in behavior. An area where only one instrument (Sentence Completion) showed almost correspondent values for both age groups, was the one behavior in anxiety-arousing situations. Anxiety and the way of facing it was still a relevant problem at fourteen. The decrease of negative affect with age in the interpersonal relations and task achievement situations followed expectations.

From the age of ten to the age of fourteen, the objective status of the desired occupation increased and the prevalent values in this activity were modified: the child didn't recognize any more the importance of following the career of the father (which shows once more a situation of subservience toward the figure that still represents in Italy the apex of authority in the family) or the importance of the value of managerial power (which shows once more a projected identification with authority). The child takes into account instead the autonomy and security of the future job, conditions necessary to release an independent ego from the figures of authority with which the child had identified.

Another aspect of the relation between age and social class is seen in the maturity level as it was shown in the Story Completion. This level was higher at the age of ten for lower social classes whose members seemed more active, independent, and had more tendency to initiate and at the age of fourteen for upper social classes whose members were in better condition to face and solve positively the different situations. These results could be considered as dependent upon the fact that lower social and cultural level children, at the age of ten, had already solved autonomously the various problems they found, while at fourteen the children of upper social classes availed themselves of more instruments to face adequately the problems settled by the society to the adolescents.

Generally, the group of upper social and cultural level showed a coping behavior of passive type more often than the group of lower level. This appears to confirm, in lower-class children, higher maturity and independence, required and stimulated by social conditions supplying these children with weak help and collaboration in solving existential problems. The higher autonomy in the subjects of the lower classes must also be seen in relation to the weak efficiency of their coping behavior in interpersonal relations and task achievements.

The children of the upper-middle class showed a higher self-evaluation, compared to the ones of the other group, except in the area of behavior toward aggressiveness. This can point out a higher social acceptability and a corresponding awareness of it in middle-class children, who must expect on the other hand more aggressiveness towards themselves and were not used to facing demonstrations of aggressiveness.

In their job choices, middle-class children looked mainly for success, security, and economic and managerial power. More than lower-class children, they recognized the importance of creativity, altruism, and of following father's profession. This seems to show the desire of satisfaction of the primary needs in the children of lower level and of reaching aims less essential for survival in the other children.

In their work, the girls looked mainly for intrinsic aspects: independence, esthetic and intellectual stimulation, variety, positive human and environmental conditions; while the boys looked mainly to extrinsic aspects: economic conditions, the following of father's career, creativity. Generally, the girls showed a higher coping efficiency in task achievement and also a higher emotive stability in this area, especially at fourteen. But they showed, on the whole, a lower control on emotive equilibrium than the males and a certain difficulty in facing relations with authority. This difficulty seems to be tightly bound to emotive conflicts experienced in the family.

The males, on the other hand, showed weaker and more negative affective reactions and exhibited a lower coping efficiency in situations of aggressiveness directed toward them. The girls' superiority also in these situations could be connected to the fact -- appearing also in other cross-national research -- that the woman has always been considered, in the Italian tradition, more as a receptacle of aggressiveness, than as aggressor herself and finds herself more psychologically prepared to face aggressiveness than a man.

FIGURE 1
ITALY - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	1	2	3	4	5	6	7	8	9	10	11	12
ITALY	RAVEN	MATH	READING	CPA	PEER BRS							
					#1 Task Ach. Academic	#2 Task Ach. Non-Academic	#3 Authority	#4 IPR Peers	#5 Not Upset	#6 Self Assertion	#7 Cope Aggression	Summary Score
10 UL M	48.26	8(-)47.03	8(-)46.42	8(-)45.80	.98	.99	.98	.97	.99	.98	1.00	.98
F	7(-)48.18	49.97	7(-)47.80	7(-)46.84	8(-) .96	8(-) .94	8(-) .98	8(-) .94	1.01	.98	.99	8(-) .96
UM M	1(+)52.31	50.43	1(+)53.08	2(+)52.95	1.11	1.03	1.07	1.05	1.06	1.05	.98	1.07
F	51.28	1(+)52.66	2(+)52.88	1(+)54.59	1.14	1(+) 1.13	1.08	1.09	1.04	1.07	1.02	1.11
14 UL M	8(-)47.75	47.88	48.28	49.28	.96	7(-) .96	.99	.96	.97	8(-) .97	.98	.97
F	48.54	7(-)47.36	48.28	49.43	1.07	.98	1.03	1.02	1.03	1.02	.97	1.02
UM M	50.32	51.99	50.72	49.49	1.05	1.02	1.00	.97	.98	1.02	1.00	1.01
F	2(+)52.30	2(+)52.46	51.29	50.15	1(+) 1.21	2(+) 1.11	1(+) 1.17	1(+) 1.09	1.11	1(+) 1.10	.95	1(+) 1.13
AGE												
SES	L< M	L< M	L< M	L< M	L< M	L< M	L< M	L< M	L< M	L< M		L< M
SEX									M< F			M< F
AGE-SES			10L≪10M 14L< 14M	10L≪10M 14L< 14M					10M = 10F 14M< 14F			
AGE-SEX												
SES-SEX						LM = LF MM< MF						

VARIABLES	13	14	15	16	17	18	19	20
ITALY	SELF-RATING BRS							
	#1 Task Ach. Academic	#2 Task Ach. Non-Academic	#3 Authority	#4 IPR Peers	#5 Not Upset	#6 Self Assertion	#7 Cope Aggression	Summary Score
10 Ul M	1.08	1.17	1.21	1.19	1.22	1.20	.94	1.16
F	7(-) .98	7(-) 1.17	1.25	1.16	1.25	1.16	1.12	1.14
UM M	1(+) 1.23	1.28	1.33	1.34	1.33	1.31	.92	2(+) 1.30
F	2(+) 1.22	1(+) 1.49	1(+) 1.34	1(+) 1.39	1.30	1.28	1.05	1(+) 1.36
14 UL M	1.06	1.19	8(-) 1.05	1.19	1.20	1.12	.99	7(-) 1.12
F	8(-) .98	8(-) 1.07	1.14	1.21	1(+) 1.20	1.21	1.02	8(-) 1.10
UM M	1.18	2(+) 1.42	1.16	8(-) 1.11	1.30	1.23	1.02	1.22
F	1.14	1.33	1.21	1.33	8(-) 1.49	1.36	1.02	1.25
AGE			10 >14					10 >14
SES	L< M	L< M	L< M	L< M	L <M	L< M		L< M
SEX								
AGE-SES				10L< 10M 14L< 14M				
AGE-SEX		10M< 10F 14M >14F						
SES-SEX								

FIGURE 1
ITALY - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	21	22	23	24	25	26	27	28	29
ITALY	OCCUPATIONAL VALUES								
	Altruism	Esthetics	Independence	Management	Success and Accomplishment	Self-Satisfaction	Intellectual Stimulation	Creativity	Security
10 UL M	8.17	3.40	8(-) 5.76	6.13	2(+) 8.39	8.38	8.58	2(+) 8.64	8.04
F	8.22	1(+) 5.19	6.44	1(+) 6.27	7.90	8.89	9.00	7(-) 6.76	8.04
UM M	8.92	2.81	6.30	5.96	7(-) 7.02	9.21	8.76	8.09	7(-) 7.40
F	8.76	.68	6.30	5.76	7.58	8.89	1(+) 9.65	7.29	8(-) 6.73
14 UL M	8.09	2.97	6.71	5.75	1(+) 8.47	8.49	8.53	8.37	1(+) 9.21
F	8.84	3.92	7.27	5.61	8.26	9.19	9.26	8(-) 5.82	2(+) 9.13
UM M	8.52	8(-) 2.54	7.27	5.39	7.23	8.63	8(-) 8.30	1(+) 8.81	7.80
F	9.11	3.75	1(+) 7.92	8(-) 4.43	8(-) 6.75	9.31	9.63	7.38	7.80
AGE			10< 14	10 >14					10< 14
SES		L> M		L >M	L >M			L< M	L >M
SEX		M< F	M< F				M< F	M >F	
AGE-SES								10L >10M 14L< 14M	
AGE-SEX									
SES-SEX								LM >LF MM >MF	

VARIABLES	30	31	32	33	34	35	36	37
ITALY	OCCUPATIONAL VALUES (Continued)							
	Prestige	Economic Returns	Surroundings	Associates	Variety	Follow Father	Intrinsic OV Score	Extrinsic OV Score
10 UL M	1(+) 8.30	1(+) 7.60	8(-) 5.99	8(-) 6.66	6.12	4.84	6.90	7.12
F	7.35	6.56	6.96	7.22	6.22	7(-) 3.98	7.13	6.86
UM M	6.71	5.96	6.78	7.09	8(-) 5.59	1(+) 8.40	6.96	7.05
F	7.92	7(-) 5.76	7.07	7.38	6.17	2(+) 6.06	7.06	6.93
14 UL M	7.54	2(+) 7.41	7(-) 6.53	7(-) 6.89	6.01	6(-) 4.03	8(-) 6.87	7.15
F	6.91	6.83	1(+) 7.83	2(+) 8.38	1(+) 6.75	8(-) 1.00	7.09	6.91
UM M	7.74	6.83	6.72	7.06	6.25	3(+) 5.91	6.97	7.04
F	8(-) 6.51	8(-) 5.31	2(+) 7.79	1(+) 8.58	6.51	4.22	1(+) 7.33	6.83
AGE			10< 14	10< 14	10< 14	10 >14		
SES		L >M				L< M		
SEX		M >F	M< F	M< F	M< F	M >F	M< F	M >F
AGE-SES								
AGE-SEX				10M <10F 14M <<14F				
SES-SEX								

FIGURE 1
ITALY - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	38	39	40	41	42	43	109	44	45	46	47
ITALY	OCCUPATIONAL INTEREST INVENTORY							SOCIAL ATTITUDES INVENTORY TOTALS			
	Child Aspiration	Expectation	Expectation-Aspiration	Father Occ. -Aspiration	Father Asp. -Aspiration	Mother Asp. -Aspiration	Child Edu. Aspiration	Active Coping	Passive Coping	Active Defensive	Passive Defensive
10 UL M	3.56	8(-) 3.54	6.17	1(+) 7.91	5.91	5.86	5(-) 1.97	8(-) 5.30	5.64	2.00	3.80
F	4.41	7(-) 3.31	6.10	3(+) 7.48	6.24	6.22	7(-) 2.12	6.03	5.86	1.86	1(+) 4.03
UM M	3.96	2(+) 2.01	6.05	6(-) 6.09	5.94	5.96	1(+) 1.11	5.90	5.92	2.14	3.35
F	3.29	2.41	5.89	8(-) 5.68	6.14	6.05	2(+) 1.14	5.72	6.00	1.63	3.18
14 UL M	3.93	2.99	6.22	2(+) 7.72	6.16	6.16	6(-) 2.08	1(+) 6.35	5.71	2.17	3.32
F	4.32	2.97	6.32	4(+) 7.39	6.24	6.22	8(-) 2.42	5.73	5.75	2.07	3.55
UM M	4.02	1(+) 1.59	6.07	5(-) 6.60	6.00	5.86	3(+) 1.26	6.17	6.19	1.93	3.11
F	4.39	2.39	6.17	7(-) 5.86	6.06	6.10	4(+) 1.39	6.30	5.89	1.45	8(-) 2.90
AGE		10 < 14					10 > 14	10 < 14			10 > 14
SES		L < M	L > M	L > M			L < M		L < M	L > M	L > M
SEX	M > F	M > F		M > F			N > F			M > F	
AGE-SES				10L ≫ 10M 14L > 14M				10M < 10F 14M > 14F			
AGE-SEX											
SES-SEX		LM < LF MM > MF									

VARIABLES	48	49	50	51	52	53	54	55	56	57	58	59
ITALY	SENTENCE COMPLETION SCALES											
	AGGRESSION					AUTHORITY						
	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Attitude	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Frequency Affect Pos.
10 UL M	8(-) 1.89	1.79	8(-) 2.09	.69	.31	6.99	9.32	3(+) 7.68	11.58	1.33	2.58	.09
F	2.01	1.93	2.19	.61	.39	1(+) 7.06	1(+) 9.69	1(+) 7.88	2(+) 12.10	1.28	2.61	1(+) .11
UM M	1.92	8(-) 1.74	2.25	.59	.41	6.94	9.47	2(+) 7.85	1(+) 12.14	8(-) .96	1(+) 2.99	.05
F	2.01	1.93	2.19	.61	.39	7.03	9.45	7.54	11.83	1.44	2.51	.05
14 UL M	2.08	1.87	2.33	.63	.37	6.59	9.39	7.25	11.78	7(-) 1.00	2(+) 2.99	8(-) .01
F	1.96	1.94	2.14	.71	.29	8(-) 6.20	9.16	7(-) 7.15	8(-) 10.58	1(+) 1.64	8(-) 2.30	.06
UM M	1(+) 2.22	1(+) 1.99	1(+) 2.63	.51	.49	6.63	9.65	6(-) 7.15	12.10	1.04	2.94	.02
F	2.02	1.94	2.19	.68	.32	6.49	8(-) 8.93	8(-) 6.93	7(-) 10.92	2(+) 1.53	7(-) 2.42	.05
AGE	10 < 14	10 < 14	10 < 14			10 > 14	10 > 14	10 > 14	10 > 14			10 > 14
SES												
SEX		M < F	M > F						M > F	M < F	M > F	
AGE-SES												
AGE-SEX	10M < 10F 14M > 14F	10M < 10F 14M - 14F	10M < 10F 14M > 14F	10M > 10F 14M < 14F	10M < 10F 14M > 14F		10M < 10F 14M > 14F		10M < 10F 14M > 14F	10M < 10F 14M ≪ 14F	10M > 10F 14M ≫ 14F	
SES-SEX							LM < LF MM > MF	LM > LF MM ≫ MF				

FIGURE 1
ITALY - STAGE 1
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	60	61	62	63	64	65	66	67	68	69	70	71
ITALY	SENTENCE COMPLETION SCALES (Continued)											
	ANXIETY					INTERPERSONAL RELATIONS						
	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Attitude	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Frequency Affect Positive
10 UL M	1(+) 5.60	1(+) 5.22	1(+) 7.21	6(-) .29	3(+) 1.71	10.07	6.89	6.53	8(-) 8.86	.77	2.22	.01
F	5.27	4.93	6(-) 6.31	.52	1.48	10.27	6.73	6.20	9.18	1(+) .81	2.16	.03
UM M	5.54	2(+) 5.11	3(+) 7.15	7(-) .26	2(+) 1.74	10.04	6.95	6.69	9.08	.80	2.18	.02
F	5.38	4.97	6.46	3(+) .55	6(-) 1.45	10.05	6.75	6.38	7(-) 8.94	.77	2.19	.04
14 UL M	2(+) 5.58	4.96	2(+) 7.18	8(-) .23	1(+) 1.77	9.54	6.90	6.46	2(+)10.32	8(-) .52	1(+) 2.46	.02
F	8(-) 5.11	7(-) 4.74	7(-) 6.14	2(+) .58	7(-) 1.42	9.31	6.84	8(-) 6.05	9.29	.81	8(-) 2.13	.06
UM M	5.38	4.77	6.78	.36	1.64	9.34	7.02	1(+) 6.71	1(+)10.44	.54	2.43	.03
F	7(-) 5.19	8(-) 4.73	8(-) 6.14	1(+) .60	8(-) 1.40	9.53	6.81	6.31	9.54	.72	2.20	.08
AGE	10 > 14	10 > 14				10 > 14			10 < 14	10 > 14	10 < 14	
SES								L < M				
SEX	M > F	M > F	M > F	M < F	M > F		M > F	M > F	M > F	M < F	M > F	M < F
AGE-SES												
AGE-SEX									10M < 10F 14M > 14F	10M < 10F 14M ≪ 14F	10M > 10F 14M ≫ 14F	
SES-SEX	LM ≫ LF MM > MF											

VARIABLES	72	73	74	75	76	77	78
ITALY	SENTENCE COMPLETION SCALES (Continued)						
	TASK ACHIEVEMENT						
	Attitude	Stance	Engagement	Coping	Frequency Affect Negative	Frequency Affect Neutral	Frequency Affect Positive
10 UL M	6.80	7.26	6.08	9.69	.70	2.00	7(-) .30
F	1(+) 7.39	7.30	6.14	9.95	.62	2.10	8(-) .28
UM M	6.91	7.18	5.90	10.00	.61	2.08	6(-) .31
F	7.17	7.02	5.92	9.67	.62	2.02	.36
14 UL M	8(-) 6.63	7.18	6.04	10.23	.47	1.97	3(+) .56
F	6.78	7.31	6.22	10.48	.48	2.01	.51
UM M	6.86	7.13	6.03	10.58	.41	1.96	2(+) .63
F	6.73	7.14	5.95	10.51	.52	1.79	1(+) .69
AGE	10 > 14			10 < 14	10 > 14	10 > 14	10 < 14
SES			L > M				L < M
SEX	M < F						
AGE-SES							
AGE-SEX	10M ≪ 10F 14M < 14F						
SES-SEX							

FIGURE 1
ITALY - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	79	80	81	82	83	99	100	84	85	86	87	88
ITALY	SENTENCE COMPLETION SCALES (Continued)											
	SCORE TOTALS											
	Attitude	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Frequency Affect Pos.	Sentence 37 & 14 Self-Image	Sentence 2 & 22 Interaction	Sentence 2 and 37 Mother	Sentence 22 and 14 Father	Real/Fantasy Achievement Discrepancy
10 UL M	23.62	31.00	1(+)27.14	39.47	3.78	8.82	7(-) .40		1(+) 5.38		1(+) 4.94	8(-) -3.20
F	1(+)24.60	31.23	2(+)27.14	39.92	3.84	8.74	.42		5.02		4.43	-2.59
UM M	23.73	31.18	27.10	40.84	3.22	9.40	8(-) .38		5.10		4.45	2.88
F	24.16	30.78	26.65	39.27	3.99	8.56	.45		4.90		4.08	1(+) 3.54
14 UL M	22.64	31.25	26.43	41.66	8(-) 2.85	1(+) 9.56	.59		4.71		3.82	- .75
F	8(-)22.19	30.45	7(-)26.10	8(-)38.50	1(+) 4.22	7(-) 8.15	.63		4.85		4.00	-1.71
UM M	22.78	1(+)31.51	26.50	1(+)42.37	7(-) 2.86	2(+) 9.46	2(+) .68		8(-) 4.67		8(-) 3.64	.50
F	22.62	8(-)30.14	8(-)25.76	39.18	2(+) 4.05	8(-) 8.13	1(+) .82		4.89		3.88	.40
AGE	10 > 14		10 > 14				10 < 14		10 > 14		10 > 14	
SES											L > M	L < M
SEX		M > F	M > F	M > F	M < F	M > F						
AGE-SES												10L << 10M 14L < 14M
AGE-SEX	10M < 10F 14M > 14F	10M > 10F 14M >> 14F		10M > 10F 14M >> 14F	10M < 10F 14M << 14F	10M > 10F 14M >> 14F			10M > 10F 14M < 14F		10M > 10F 14M < 14F	
SES-SEX												

VARIABLES	89	90	91	92	93	94	95
ITALY	STORY COMPLETION SCALE SUMS						
	Stance	Engagement	Initiation	Implementation	Affect Tone 1st	Affect Tone 2nd	Persistence
10 UL M	2.67	9.85	15.05	15.19	14.49	15.99	6.03
F	2.77	9.69	14.76	7(-)14.40	14.42	16.02	5.99
UM M	2.75	9.75	15.06	14.90	14.51	15.65	6.36
F	2.62	8(-) 9.17	8(-)14.46	8(-)14.19	14.20	15.71	8(-) 5.58
14 UL M	2.66	10.19	15.71	15.59	1(+)14.67	16.10	6.41
F	2.66	9.27	14.70	15.36	8(-)13.72	15.79	6.40
UM M	2.71	1(+)11.04	1(+)16.34	1(+)16.27	14.63	15.77	1(+) 6.75
F	2.53	10.37	15.58	2(+)16.23	14.29	16.05	6.56
AGE		10 < 14	10 < 14	10 < 14			10 < 14
SES							
SEX		M > F	M > F		M > F		
AGE-SES		10L > 10M 14L < 14M		10L > 10M 14L < 14M			
AGE=SEX							
SES-SEX	LM < LF MM > MF						

FIGURE 1
ITALY - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	107	102	108	104	103	106	101	105	96	97	98
ITALY	STORY COMPLETION COPING EFFECTIVENESS									STORY COMPLETION SCALES	
	Story 8 Aggression	Story 2 Authority	Story 10 Authority	Story 5 Anxiety	Story 4 IPR	Story 7 IPR	Story 1 Academic TA	Story 6 Non-Academic TA	TOTAL Coping Effectiveness	Sociability	Attitude Towd.Auth.
10 UL M	7(-)14.59	4.16	13.40	14.18	14.54	10.78	19.00	13.00	103.85	2.05	2.09
F	8(-)14.50	4.32	12.89	12.95	14.53	12.05	19.84	8(-)11.32	102.34	2.03	2.21
UM M	14.64	3.84	12.81	13.91	14.37	11.72	19.20	12.74	102.45	1.86	2.09
F	15.08	3.88	12.34	13.38	14.24	8(-)10.01	18.07	11.61	8(-)98.89	2.12	2.10
14 UL M	16.22	4.10	12.41	14.18	1(+)14.79	12.03	18.10	1(+)13.34	105.81	2.09	2.22
F	16.10	8(-) 3.48	12.79	13.85	8(-)13.36	11.09	19.13	12.46	102.59	1.98	2.19
UM M	1(+)17.53	1(+) 5.72	13.00	14.13	13.40	1(+)12.86	19.81	13.03	1(+)109.45	2.00	2.39
F	2(+)17.21	4.88	13.01	13.80	13.88	12.65	18.44	13.11	108.20	2.16	2.29
AGE	10 < 14					10 < 14		10 < 14	10 < 14		
SES	L < M										
SEX				M > F				M > F			
AGE-SES		10L > 10M 14L < 14M				10L > 10M 14L < 14M			10L > 10M 14L < 14M		
AGE-SEX											
SES-SEX					LM > LF MM < MF		LM < LF MM > MF				

FIGURE 2

ITALY - STAGE I

ITALY

ORDER OF PREFERENCE FOR OCCUPATIONAL VALUES

	10	14	Lower	Middle	Male	Female	10 Year Olds				14 Year Olds			
							U.L.M.	U.L.F.	U.M.M.	U.M.F.	U.L.M.	U.L.F.	U.M.M.	U.M.F.
1.	Intell.S. 8.99	Intell.S. 8.94	Intell.S. 8.84	Intell.S. 9.09	Self-Sat. 8.68	Intell.S. 9.40	Creat. 8.64	Intell.S. 9.00	Self-Sat. 9.21	Intell.S. 9.65	Security 9.21	Intell.S. 9.26	Creat. 8.81	Intell.S. 9.67
2.	Self-Sat. 8.84	Self-Sat. 8.91	Self-Sat. 8.74	Self-Sat. 9.02	Intell.S. 8.54	Self-Sat. 9.08	Intell.S. 8.58	Self-Sat. 8.89	Altruism 8.92	Self-Sat. 8.89	Intell.S. 8.53	Self-Sat. 9.19	Self-Sat. 8.63	Self-Sat. 9.34
3.	Altruism 8.52	Altruism 8.68	Security 8.61	Altruism 8.87	Creat. 8.48	Altruism 8.77	Success 8.39	Altruism 8.22	Intell.S. 8.76	Altruism 8.76	Self-Sat. 8.49	Security 9.13	Altruism 8.52	Altruism 9.27
4.	Success 7.72	Security 8.47	Altruism 8.33	Creat. 7.95	Altruism 8.43	Assoc. 8.03	Self-Sat. 8.38	Security 8.04	Father 8.40	Prestige 7.92	Success 8.47	Altruism 8.84	Intell.S. 8.30	Assoc. 9.12
5.	Creat. 7.70	Assoc. 7.86	Success 8.26	Assoc. 7.66	Security 8.10	Security 7.91	Prestige 8.30	Success 7.90	Creat. 8.09	Success 7.58	Creat. 8.37	Assoc. 8.38	Security 7.80	Surround. 7.94
6.	Prestige 7.57	Success 7.67	Prestige 7.53	Security 7.42	Success 7.78	Success 7.62	Altruism 8.17	Prestige 7.35	Security 7.40	Assoc. 7.38	Altruism 8.09	Success 8.26	Prestige 7.74	Indep. 7.90
7.	Security 7.55	Creat. 7.65	Creat. 7.40	Prestige 7.29	Prestige 7.57	Surround. 7.45	Security 8.04	Assoc. 7.22	Assoc. 7.09	Creat. 7.29	Prestige 7.54	Surround. 7.83	Indep. 7.27	Security 7.75
8.	Assoc. 7.09	Indep. 7.29	Assoc. 7.29	Success 7.14	Economic 6.95	Prestige 7.24	Economic 7.60	Surround. 6.96	Success 7.02	Surround. 7.07	Economic 7.41	Indep. 7.27	Success 7.23	Creat. 7.60
9.	Surround. 6.70	Surround. 7.26	Economic 7.10	Surround. 7.13	Assoc. 6.93	Indep. 6.98	Assoc. 6.66	Creat. 6.76	Surround. 6.78	Security 6.73	Assoc. 6.89	Prestige 6.91	Assoc. 7.06	Prestige 6.78
10.	Economic 6.47	Prestige 7.24	Surround. 6.83	Indep. 6.94	Surround. 6.51	Creat. 6.87	Manage. 6.13	Economic 6.56	Prestige 6.71	Indep. 6.30	Indep. 6.71	Economic 6.83	Economic 6.83	Success 6.72
11.	Indep. 6.20	Economic 6.62	Indep. 6.55	Father 6.15	Indep. 6.51	Variety 6.41	Variety 6.12	Indep. 6.44	Indep. 6.30	Variety 6.17	Surround. 6.53	Variety 6.75	Surround. 6.72	Variety 6.51
12.	Manage. 6.03	Variety 6.38	Variety 6.28	Variety 6.13	Variety 5.99	Economic 6.14	Surround. 5.99	Manage. 6.27	Manage. 5.96	Father 6.06	Variety 6.01	Creat. 5.82	Variety 6.25	Economic 5.41
13.	Variety 6.03	Manage. 5.33	Manage. 5.94	Economic 5.99	Manage. 5.81	Manage. 5.55	Indep. 5.76	Variety 6.22	Economic 5.96	Manage. 5.76	Manage. 5.75	Manage. 5.61	Father 5.91	Manage. 4.56
14.	Father 5.82	Father 3.79	Esthet. 3.87	Manage. 5.42	Father 5.80	Esthet. 4.16	Father 4.84	Esthet. 5.19	Variety 5.59	Economic 5.76	Father 4.03	Esthet. 3.92	Manage. 5.39	Father 4.23
15.	Esthet. 3.77	Esthet. 3.32	Father 3.46	Esthet. 3.22	Esthet. 2.93	Father 3.82	Esthet. 3.40	Father 3.98	Esthet. 2.81	Esthet. 3.68	Esthet. 2.97	Father 1.00	Esthet. 2.54	Esthet. 3.83

ANOVA OF MEANS:
HYPOTHESES AND FINDINGS

DEMOGRAPHIC MEASURES

> Upper-middle class children will have higher Educational Aspirations than will upper-lower class children.

This hypothesis was verified, as the mean scores for the two social class groups were significantly different at beyond the .05 level. The Mean Score for the upper-middle class group was 1.23, while the Mean Score for the upper-lower class group was 2.08.[1]

ACHIEVEMENT MEASURES

> Upper-middle class children will have higher Achievement scores than will upper-lower class children.

This hypothesis was completely verified with all four measures showing the upper-middle class as scoring significantly higher than did the upper-lower class. The greatest social class difference was for Reading Achievement, while the smallest difference was found for the Raven.

> Girls will have higher Achievement scores than will boys.

This hypothesis was not verified in any respect since there were no significant sex differences for any of the Aptitude or Achievement measures.

OCCUPATIONAL MEASURES

> Upper-middle class children will have higher objective status level Occupational Expectations than will upper-lower class children.

This hypothesis was verified as the social class difference was significant at greater than the .05 level. The Mean Score for the upper-middle class children was 1.85, while the Mean Score for upper-lower class children was 2.76.

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[1] The lower the score the higher the aspiration.

> Upper-middle class children will have a higher level of objective Occupational Aspiration than will upper-lower class children.

This hypothesis was not verified as there were no significant social class differences for this variable.

> Upper-middle class children will have different discrepancy scores between Occupational Aspiration and Expectation than will the upper-lower class children.

This hypothesis was verified as the upper-lower class children had significantly larger discrepancy scores than did the upper-middle class children. This difference was significant at greater than the .05 level.

> Upper-middle class children will prefer different Occupational Values than will upper-lower class children.

On seven of the fifteen values there were significant social class differences, thus partially verifying this hypothesis. Upper-lower class children preferred Esthetics, Management, Success, Security, and Economic Returns. Upper-middle class children preferred Creativity and Follow Father.

> Upper-lower class children will show a greater preference for "Extrinsic" Occupational Values than will upper-middle class children.

This hypothesis was not verified, as there were no significant social class differences for this variable.

> Males will have a higher objective Occupational Expectation level than will females.

This hypothesis was verified as the significance level of the difference in the two mean scores was greater than .05. The Mean Score for the males was 2.11, while the female Mean Score was 2.50.

> Males will have a higher objective Occupational Aspiration level than will females.

This hypothesis was also verified at greater than the .05 level of significance. The Mean Score for the males was 1.97, while the female Mean Score was 2.38.

> Males will prefer different Occupational Values than will females.

There were significant sex differences on nine of the fifteen Occupational Values, thus verifying this hypothesis to some extent. Females preferred Esthetics, Independence, Intellectual Stimulation, Surroundings, Associates, and Variety. The males preferred Creativity, Economic Returns, and Follow Father.

> Females will more frequently choose "Intrinsic" Occupational Values than will males.

This hypothesis was verified at greater than the .05 level of significance. The Mean Score for the females was 7.15, while the male Mean Score was 6.92.

> Males will more frequently choose "Extrinsic" Occupational Values than will females.

This hypothesis was also verified at greater than the .05 level of significance. The Mean Score for the males was 7.09, while the female Mean Score was 6.88.

COPING STYLE MEASURES

> Upper-middle class children will demonstrate a different style of coping than will upper-lower class children.

Three of the four scales from the Social Attitudes Inventory supported this hypothesis as they showed social class differences significant at greater than the .05 level. Upper-middle class children excelled in Passive Coping, while upper-lower class children scored higher in both Active and Passive Defensive behavior.

This hypothesis could not be supported from the results of the Italian Sentence Completion data. Of the thirty-two Coping Style variables involved, only three showed significant social class differences. Middle-class children excelled in Interpersonal Relations, Engagement, and Task Achievement Positive Affect, while upper-lower class children scored significantly higher in Task Achievement Engagement. These were the only three significant differences out of the thirty-two possible.

Story Completion data from Italy lent no support whatsoever to the hypothesis as there were no significant social class differences in Coping Style. Thus, overall, it could not be said that the data supported the hypothesis since only Social Attitudes Inventory data showed real social class differences.

> Males will demonstrate a different style of coping than will females.

On the Social Attitudes Inventory, only one of the four scales showed a significant sex difference and that was Active Defensive, where the males were significantly higher than the females. Thus, data from this instrument lent only questionable support to the hypothesis.

Of the thirty-two Sentence Completion Coping Style Variables, seventeen showed significant sex differences, thus lending fairly good support to the hypothesis of sex differences in Coping Style.

In Aggression, females excelled males on Engagement. In Authority, females were higher on Negative Affect, while males were higher on Neutral Affect. In Anxiety, males were higher on Stance, Engagement, and Frequency of Neutral Affect, while females scored higher on Negative Affect. In Interpersonal Relations, males were again higher on Stance, Engagement, and Neutral Affect, while females were higher on Negative and Positive Affect. In Task Achievement, the females were higher on Attitude. On Total Scores, males were higher on Stance, Engagement, and Neutral Affect, while females were higher on Negative Affect.

In the Story Completion instrument there were three significant sex differences in Coping Style, all favoring the males. Males excelled on Engagement, Initiation, and Affect Expressed in Conjunction With the Problem. Thus, the best evidence for this hypothesis was obtained from Sentence Completion data. Of the total of forty-five measures, twenty-three showed significant sex differences. This lent fairly good support to the hypothesis of sex differences in Coping Style.

> The differences in the style of coping between the males and females will be consistent across all five behavior areas studied.

The hypothesis was not supported for Attitude, Initiation, Implementation, Persistence, Sociability, Positive Affect, or Attitude toward Authority due either to a total lack of significant sex differences or to insufficient evidence to support the hypothesis of consistency. For Stance there was fairly good support since the males excelled the females (in Sentence Completion) in the areas of Anxiety, Interpersonal Relations, and on the Total Scores. There was also good support for the dimension of Engagement since males excelled females in Sentence Completion Anxiety and Interpersonal Relations, plus the Sentence and Story Completion Total Scores. (However, females did excel in the Aggression area of Sentence Completion.)

There was also good support for the consistency hypothesis for both Negative Affect and Neutral Affect. The females scored higher on four of the six possible Negative Affect scales, while the males were higher on five of the six Neutral Affect scales.

It may be said generally that the hypothesis was supported since the dimensions which were most consistent were those which appeared in both instruments (i.e., Stance, Engagement, and the Affective dimensions).

COPING EFFECTIVENESS MEASURES

> The upper-middle class children will exhibit more effective overall coping behavior than will upper-lower class children.

In the Sentence Completion data the hypothesis was not verified as there were no significant social class differences in Coping Effectiveness whatsoever. In the Story Completion, only for Story Eight (Aggression) did the upper-middle class children excel the upper-lower class. Thus, the data did not support the above hypothesis of superiority of the upper-middle class children in effective coping.

MILAN INTRA-COUNTRY REPORT OF SIGNIFICANT CORRELATIONS

CRITERION-CRITERION RELATIONSHIPS

Hypothesis 1: There will be positive relationships among the Achievement Criterion measures.

Of the six correlations examined, all six were significant in the predicted direction in both age groups. These were: (a) Math Achievement with Reading Achievement and GPA; and (b) Reading Achievement with GPA.

The correlations ranged between .32 and .65. The highest (.50, .65) were between Reading Achievement and GPA. In summary, the hypothesis was completely verified at both age levels.

Hypothesis 2: There will be positive relationships among the Achievement and the Peer BRS Criterion measures.

Of the forty-two correlations examined (excluding the BRS Summary score), thirty-six were significant in the predicted direction. Of these, eighteen were in the ten-year-old sample, and eighteen were in the fourteen-year-old sample. Of these, thirty-six (or eighteen pairs) were significant at both age levels. The first six BRS items were significantly correlated with all three Achievement criterion measures at both age levels. (The seventh item concerning Aggression was negatively related to GPA at age ten only.)

The correlations ranged between .16 and .69. The highest (.69) was between Academic Task Achievement and GPA in the ten-year-old sample. All correlations were higher in the ten-year-old sample than in the fourteen-year-old sample.

Of the six correlations with the BRS Total Score, five were significant in the predicted direction. The highest correlation here was that of the Total Score with GPA (.66) at age ten. The lowest correlation was that between the Total Score and Reading Achievement (.18) in the fourteen-year-old sample. The Total Scores appeared to be good representatives of the measure in most instances.

In conclusion, the hypothesis was verified in both age groups with the exception of the BRS item concerning Aggressive Self-Assertion.

PREDICTOR-PREDICTOR RELATIONSHIPS

Hypothesis 3: There will be positive relationships among the Intrinsic Occupational Values.

Of the fifty-six correlations examined, fourteen were significant in the predicted direction, while twenty-four were significant in the opposite direction from that predicted. Of those significant in the predicted direction, six were in the ten-year-old sample, and eight in the fourteen-year-old sample. Of these, twelve (or six pairs) were significant in both age groups. These were: (a) Altruism with Self-Satisfaction and Intellectual Stimulation; (b) Self-Satisfaction with Intellectual Stimulation; (c) Intellectual Stimulation with Creativity and Variety; and (d) Creativity with Variety. Significant at age fourteen only were the following relationships: (a) Esthetics with Independence; and (b) Independence with Variety.

The correlations ranged between .11 and .36. The highest (.36) was between Altruism and Self-Satisfaction in the fourteen-year-old sample. This was followed by that between Intellectual Stimulation and Variety (.28, .29) in both age groups.

Of the sixteen correlations of individual Intrinsic values with the Intrinsic Total score, fourteen were significant in the predicted direction. These correlations ranged between .11 and .52. Intellectual Stimulation, Variety, and Creativity were the most highly correlated with the Total Score, while Management was not significantly correlated at either age level and Independence was poorly correlated. Intellectual Stimulation was that variable which was most frequently correlated with other Intrinsic values.

It would appear from observations of frequency of times correlated with other Intrinsic values and strength of correlation with the Total Intrinsic score that the variables which best defined the Intrinsic concept were Intellectual Stimulation, followed by Variety, Creativity, and finally Altruism. The remaining "Intrinsic" variables apparently appear to be correlated to one another. Thus, the Intrinsic Total score did not appear to be a good representation of the measure with the exception of the four aforementioned values.

In summary, there was rather poor support for the total hypothesis at both age levels, especially when one considers the large number of negative correlations present.

Hypothesis 4: There will be positive relationships among the Extrinsic Occupational values.

Of the forty-two correlations examined, eleven were significant in the predicted direction, while twenty-four were significant in the direction opposite from that predicted. Of those significant in the predicted direction, five were in the ten-year-old sample and six in the fourteen-year-old sample.

There were ten correlations (five pairs) which were significant at both age levels. These were: (a) Success with Prestige and Economic Returns; (b) Security with Economic Returns; (c) Prestige with Economic Returns; and (d) Surroundings with Associates. Significant at age fourteen only was the relationship between Success and Security.

The correlations ranged between .13 and .62. The highest correlations were between Surroundings and Associates (.53, .62) at both age levels.

Of the fourteen correlations of individual Extrinsic values with the Extrinsic Total score, all were significant in the predicted direction. The variables which were most highly correlated with the Total Score were Economic Returns, Success and then Security. Economic Returns was most frequently correlated (in the predicted direction) with the other variables, followed by Success and Prestige.

It would appear that the Extrinsic concept was best defined by the four variables of Economic Returns, Success, Prestige, and Security. Another cluster appeared to be composed of the values of Surroundings and Associates, while Follow Father appeared to be a unitary dimension. Thus, as a whole, the Total Score was only a fair representative of the Extrinsic concept, being well correlated only with those values which appeared to compose the primary Extrinsic construct.

In summary, the hypothesis should be rejected at both age levels based upon (a) the small percentage of correlations significant in the predicted direction and (b) the large number of correlations significant in the opposite direction from that predicted. Although there is obviously some factor which relates all of the Extrinsic values to a slight degree, as evidenced by the positive correlations with the Total Score, there are strong internal factors which have created two distinct clusters plus one isolated variable.

Hypothesis 5: There will be negative relationships among the Intrinsic and Extrinsic Occupational Values.

Of the one hundred and twelve correlations examined, fifty-five were significant in the predicted (negative) direction, while fourteen were significant in the direction opposite from that predicted.

Of the correlations significant in the predicted direction, twenty-seven were in the ten-year-old sample and twenty-eight in the fourteen-year-old sample. There were fifty correlations (or twenty-five pairs) which were significant in both age groups. These were: (a) Altruism with Success, Prestige, and Economic Returns; (b) Esthetics with Security, Surroundings, and Follow Father; (c) Independence with Security; (d) Management with Surroundings and Associates; (e) Self-Satisfaction with Success, Prestige, and Economic Returns; (f) Intellectual Stimulation with Success, Security, Prestige, and Economic Returns; (g) Creativity with Security, Economic Returns, Surroundings, and Associates; and (h) Variety with Success, Security, Prestige, Economic Returns, and Follow Father. Significant at age ten only were the relationships between (a) Esthetics and Associates; and

(b) Intellectual Stimulation and Follow Father. Significant at age fourteen only were the relationships of: (a) Independence with Success and Follow Father; and (b) Creativity with Success.

The correlations ranged between -.12 and -.43. The highest correlations were those of: (a) Altruism with Economic Returns (-.31, -.43); (b) Self-Satisfaction with Prestige (-.33, -.37); and (c) Intellectual Stimulation with Economic Returns (-.36, -.33).

Of the sixteen correlations of individual Intrinsic values with the Extrinsic Total score, fourteen were significant, all in the predicted (negative) direction. The highest negative correlations with the Extrinsic Total score were for Intellectual Stimulation, Variety, and Creativity.

Of the fourteen correlations of individual Extrinsic values with the Intrinsic Total score, thirteen were significant in the predicted direction. Those Extrinsic values most highly correlated with the Intrinsic Total score were Economic Returns, Success, Prestige, and Security. Thus, the correlation of values from one set of values with the Total Score from the other set of values resulted in much the same information as that obtained from the earlier two hypotheses with respect to which values best defined both the Extrinsic and the Intrinsic concept.

In summary, the data supported the hypothesis moderately well at both age levels. While there was evidence that neither the Extrinsic nor the Intrinsic values represent uniform constructs in and of themselves, the evidence did indicate that the two different types of values were (with very few exceptions) not related to each other.

Hypothesis 6: There will be positive relationships among the status level measures of the Occupational Aspiration, Occupational Expectation, and Educational Aspiration measures.

All six correlations examined were significant at both age levels.

The correlations ranged between .30 and .66. The highest (.61, .66) were between Occupational Aspiration and Expectation.

In conclusion, the hypothesis was completely verified at both age levels. The fact that the relationship between Occupational Aspiration and Expectation was greater than was that of either with Educational Aspiration may have been due to either of two factors: (a) in inability to discriminate between Aspiration and Expectation when considering future careers; and/or (b) a lack of knowledge of educational requirements for certain careers or jobs.

Hypothesis 7: There will be positive relationships among the Occupational Interests Discrepancy scores.

Of the twelve correlations examined, all twelve were significant in the predicted direction in both age samples.

The correlations ranged between .42 and .81. The highest (.78, .81) were between the Father's Aspiration/Subject's Aspiration discrepancy score and the Mother's Aspiration/Subject's Aspiration discrepancy score. However, all correlations were generally quite high. This was probably due to the common factor in all forty of these discrepancy scores, e.g., the subject's own Occupational Aspiration. For, the higher the subject's aspiration was, the more likely it should be that (a) the father's job was of a high status level; and (b) that both parents held high aspirations for the child. The fact that the highest correlations were between the Mother/Subject discrepancy score and the Father/Subject discrepancy score was probably due to a lack of knowledge, on the part of many subjects, as to what career their parents actually desired for them; thus, they may have tended to answer both questions in much the same manner.

In conclusion, the hypothesis was completely verified at both age levels.

Hypothesis 8: There will be: (a) a positive relationship between the SAI Active and Passive Coping measures; (b) a positive relationship between the SAI Active and Passive Defensive measures; and (c) a negative relationship among the SAI Coping and Defensive measures.

Of the twelve correlations examined, five were significant in the predicted direction, while three were significant in the direction opposite from that predicted. Of those significant in the predicted direction, two were in the ten-year-old sample and three in the fourteen-year-old sample.

There were four correlations (two pairs) which were significant at both age levels. These were : (a) Active Coping with Passive Coping; and (b) Active Defensive with Passive Defensive. Significant at age fourteen only was the negative relationship between Passive Coping and the Active Defensive scale.

Significant in the opposite direction from that predicted were the following relationships: (a) positive between Active Coping and Passive Defensive at age ten; and (b) positive between Passive Coping and Passive Defensive in both age groups.

The correlations ranged between .12 and 43. The highest (.43, .31) were between Active and Passive Coping.

In summary, two parts of the hypothesis were verified at both age levels, that of the relationship between the two Coping measures and of the two Defensive measures. The hypothesis regarding the negative relationship between Coping and Defensive behavior was not verified at either age level. It is likely that the positive relationship found between Passive Coping and Defensive behavior represented a tendency toward Passivity in some subjects regardless of the nature of the behavior in terms of effective behavior.

Hypotheses 9-11: There will be positive relationships among the measures of the same Sentence Completion Coping Style variables across different behavior areas.

Stance

Of the twenty correlations examined (excluding correlations with the Stance Total score), eight were significant, all in the predicted direction. Of these, two were significant in the ten-year-old sample and six in the fourteen-year-old sample.

There were four correlations (two pairs) which were significant in both age groups. These were: (a) Aggression with Authority Stance; and (b) Anxiety with Task Achievement Stance. Significant at age fourteen only were the following relationships: (a) Aggression with both Anxiety and Interpersonal Relations Stance; and (b) Authority with both Anxiety and Task Achievement Stance.

The correlations ranged between .11 and .22. The highest was between Authority and Anxiety Stance at age fourteen.

All ten individual Stance scores were significantly correlated with the Stance Total score. The areas which contributed the most to the Total Score were Task Achievement (.65, .64) and Authority (.61, .67). Overall, the Total Stance score appeared to be a fairly good representation of the Stance measure.

In conclusion, this hypothesis concerning Stance was not verified in the ten-year-old sample, but received fairly good support in the fourteen-year-old sample with six out of ten correlations significant though none were particularly strong.

Engagement

Of the twenty correlations examined, only two were significant but very small and these were both in the ten-year-old sample. They were: Task Achievement with both Anxiety (.10) and Interpersonal Relations (.12) Engagement.

However, all individual Engagement scores were significantly correlated with the Engagement Total score. The individual Engagement scores which contributed the greatest amount to the Total Score were Task Achievement (.66, .59) and Authority (.54, .54), the same areas which contributed most highly to the Stance Total score. With the exception of the Aggression area, the Total Score was a fairly good representation of the Engagement measure.

In conclusion, the hypothesis concerning Engagement must be rejected at both age levels, due to the very few and very small significant correlations found.

Coping Effectiveness

Of the twenty correlations examined, fourteen were significant, all in the predicted direction. Of these, five were in the ten-year-old sample and nine in the fourteen-year-old sample. There were ten correlations (or five pairs) which were significant in both age groups. These were: (a) Aggression with Interpersonal Relations Coping; (b) Authority with Interpersonal Relations Coping; and (c) Task Achievement with both Anxiety and Interpersonal Relations Coping.

Significant at age fourteen only were the following relationships: (a) Anxiety with both Aggression and Authority Coping; (b) Interpersonal Relations with Anxiety Coping; and (c) Task Achievement with Authority Coping.

The correlations ranged between .11 and .24. The highest (.24) were between: (a) Aggression and Authority; and (b) Authority and Anxiety Coping, both at age fourteen.

All individual Coping Effectiveness scales were significantly correlated with the Coping Effectiveness Total score. The greatest contribution to the Coping Effectiveness Total score was from Authority (.61, .68) and Task Achievement (.65, .64). Overall, the Total Score was a good representation of the individual Coping Effectiveness scales.

In conclusion, the hypothesis concerning Coping Effectiveness was moderately verified in the ten-year-old sample but well verified in the fourteen-year-old sample. Apparently, the Coping Effectiveness ratings captured a more consistent behavioral tendency in the children across behavioral areas than did the Stance or Engagement scales.

Hypothesis 12: There will be positive relationships among the Sentence Completion Attitude measures across behavior areas.

Only three of the five areas were tested for Attitude. Of the six correlations examined, five were significant. Of these, three were in the ten-year-old sample and two in the fourteen-year-old sample. Significant in both age groups were the relationships of Authority with both Interpersonal Relations and Task Achievement Attitude. Significant at age ten only was the relationship between Interpersonal Relations and Task Achievement Attitude.

The correlations ranged between .19 and .35. The highest (.35, .31) were between Authority and Interpersonal Relations Attitude.

All individual Attitude scores were significantly correlated with the Attitude Total scores, with the correlations generally quite high (ranging between .56 and .78). The greatest contribution was from Interpersonal Relations, but Authority contributed almost as much.

In summary, the hypothesis was completely verified at the ten-year-old level and received very good support at the fourteen-year-old level; thus, overall, the hypothesis was verified.

Hypotheses 13-14: There will be positive relationships among measures of the same Sentence Completion Affect dimension across the different behavior areas.

Negative Affect

Of the twelve correlations examined, all twelve were significant, all in the predicted age group and at both age levels. (Attitude toward Anxiety was not tested.)

The correlations ranged between .12 and .28. The highest (.28) was between Aggression and Authority Negative Affect at age fourteen.

All individual Negative Affect scores were significantly correlated with the Negative Affect Total score. The greatest contribution to the Total Score was from Authority (.72, .76) followed by Task Achievement (.62, .58) and Interpersonal Relations (.55, .59). The Total Scores were good representations of the Negative Affect measure.

In summary, the hypothesis was completely verified at both age levels.

Positive Affect

Of the six correlations examined, none were significant in either direction at either age level.

However, all individual scores (only Authority, Task Achievement, and Interpersonal Relations were tested) were significantly correlated with the Positive Affect Total score. The greatest contribution to the Total Score by far was from the Task Achievement (.86, .91).

In summary, the hypothesis must be rejected at both age levels due to the total lack of significant findings.

Hypothesis 15: There will be a positive relationship between the Total Attitude measure and Total Positive Affect measure. There will be a negative relationship between the Total Attitude measure and the Total Negative Affect measure.

Of the four correlations examined, none were significant in either age group. Thus, the hypothesis must be completely rejected.

Hypothesis 16: There will be positive relationships among the total amount of Positive Affect and the Total Attitude measure with the Coping score totals. There will be a negative relationship among the total amount of Negative Affect expressed and the Total Attitude mean with the Coping score totals.

Of the eighteen correlations examined, fourteen were significant in the predicted direction. (One was significant in the direction opposite of that predicted.) Of these, six were significant in the ten-year-old sample and eight in the fourteen-year-old sample.

Of these correlations, twelve (six pairs) were significant in both age samples. These were: (a) Total Positive Affect with Total Coping; (b) Total Negative Affect (negatively) with all three Coping score totals; and (c) Total Attitude with both Total Stance and Total Coping. Significant at age fourteen only were the following correlations: (a) Total Positive Affect with Total Stance; and (b) Total Attitude with Total Engagement.

The correlations ranged between .12 and -.71. The highest correlations were between Total Negative Affect and Total Coping Effectiveness (-.79, -.79) at both age levels. This finding should not be unexpected since responses which receive good Coping Effectiveness ratings are never Negative Affect responses, and both ratings were made on the same stems.

In summary, the hypothesis received moderately good support in the ten-year-old sample and excellent support in the fourteen-year-old sample.

Hypotheses 17-21: There will be positive relationships among the measures of the same Story Completion Coping Style dimensions across the different behavior areas.

Engagement

Of the fifty-six correlations examined, sixteen were significant, all in the predicted direction. Of these, eight were in the ten-year-old sample and eight in the fourteen-year-old sample. Of these, four (or two pairs) were significant in the same age group. These were: (a) Aggression with Authority Engagement; and (b) Authority with Interpersonal Relations (Story Seven) Engagement. Significant at age ten only were the following relationships: (a) Aggression with Interpersonal Relations (Story Seven); (b) Anxiety with Nonacademic Task Achievement; (c) Interpersonal Relations (Story Four) with Interpersonal Relations (Story Seven), and both Academic and Nonacademic Task Achievement; and (d) Interpersonal Relations (Story Seven) with Nonacademic Task Achievement. Significant at age fourteen only were the following relationships: (a) Aggression with Anxiety, Father's Authority, and Academic Task Achievement Engagement; (b) Anxiety with Academic Task Achievement; (c) Father's Authority with (Story Four) Interpersonal Relations; and (d) Mother's Authority with Academic Task Achievement.

The correlations ranged between .10 and .28. The highest (.28) was between Father's Authority and (Story Seven) Interpersonal Relations at age fourteen.

All sixteen of the correlations of individual Engagement scores with the Engagement Total score were significant. The areas which contributed the most to the Total Engagement score were Aggression (.44, .44), Anxiety (.45, .47), and Father's Authority (.47, .48). In general, the Engagement Total score was a fair measure of the individual Engagement measures.

In conclusion, only very slight support for the hypothesis was present in each age group with eight out of twenty-six correlations significant in both samples.

Initiation

Of the fifty-six correlations examined, seventeen were significant, all in the predicted direction. Of these, twelve were significant in the ten-year-old sample and five in the fourteen-year-old sample.

There were six correlations (three pairs) which were significant in both age samples. These were: (a) Aggression with Father's Authority Initiation; (b) Father's Authority with Interpersonal Relations Initiation; and (c) Mother's Authority with Nonacademic Task Achievement Initiation. Significant at age ten only were the following relationships: (a) Aggression with (Story Seven) Interpersonal Relations and both Academic and Nonacademic Task Achievement; (b) Anxiety with Nonacademic Task Achievement; (c) Father's Authority with both Mother's Authority and Academic Task Achievement; (d) Interpersonal Relations (Story Four) with (Story Seven) Interpersonal Relations and Academic more frequently with other Implementation scale scores. In general, the Implementation Total score was a fairly good representation of the Implementation measure.

In conclusion, there was moderately good support for the hypothesis in the ten-year-old sample but poor support in the fourteen-year-old sample.

Persistence

Of the fifty-six correlations examined, thirteen were significant, all in the predicted direction. Of these, five were in the ten-year-old sample and eight in the fourteen-year-old sample.

There were two correlations (one pair) which were significant in both age groups. These were between Version One of Academic Task Achievement and Version Two of Academic Task Achievement Persistence. Significant at age ten only were the following relationships: (a) Anxiety with Nonacademic Task Achievement; (b) Story Four Interpersonal Relations with Academic Task Achievement; and (c) Story Seven Interpersonal Relations with both Academic Task Achievement Persistence measures. Significant at age fourteen only were the following relationships: (a) Aggression with Anxiety, Authority, and the first version of Academic Task Achievement Persistence; (b) Mother's Authority with both versions of Academic Task Achievement Persistence and Nonacademic Task Achievement; and (c) Academic Task Achievement Version One with Nonacademic Task Achievement.

The correlations ranged between .10 and .73. The highest (.73, .66) were between the two versions of Academic Task Achievement Persistence.

All individual Persistence scores were significantly correlated with the Total Persistence score. The greatest contribution to the Total Score was from Academic Task Achievement (.53, .58), followed by Anxiety (.48, .43) and Aggression (.39, .45). With few exceptions (e.g., Story Four Interpersonal Relations), the Total Persistence score appeared to be a fairly good representation of the Persistence measure.

In summary, there was rather poor support for the hypothesis at both age levels although the support at age fourteen was somewhat stronger than at age ten. With one exception, mentioned earlier, the correlations were generally quite low (ranging between .10 and .16) which is additional evidence for the poor support of the hypothesis.

Coping Effectiveness

Of the fifty-six correlations examined, twenty-two were significant, all in the predicted direction. Of these, eleven were in the ten-year-old sample and eleven were in the fourteen-year-old sample.

Task Achievement; and (e) Academic with Nonacademic Task Achievement.

Significant at age fourteen only were the following relationships: (a) Aggression with Mother's Authority; and (b) Father's Authority with (Story Seven) Interpersonal Relations.

The correlations ranged between .11 and .23. The highest (.23) was between Father's Authority and (Story Seven) Interpersonal Relations at age fourteen.

All individual Initiation scores were significantly correlated with the Initiation Total score. Those areas which contributed the most to the Total Score were Father's Authority (.52, .52), Aggression (.48, .44), Mother's Authority (.46, .45), and (Story Seven) Interpersonal Relations (.43, .45). With few exceptions the Initiation Total score appeared to be a fairly good representation of the individual Initiation scores.

In summary,there was very moderate support in the ten-year-old sample and virtually no support of the hypothesis in the fourteen-year-old sample.

Implementation

Of the forty-two correlations examined, fifteen were significant, all in the predicted direction. Of these, ten were in the ten-year-old sample and five in the fourteen-year-old sample.

There were six correlations (or three pairs) which were significant in both age groups. These were: (a) Aggression with Mother's Authority and Academic Task Achievement; and (b) Mother's Authority with Interpersonal Relations. Significant at age ten only were the following relationships: (a) Aggression with Stories Four and Seven Interpersonal Relations; (b) Anxiety with Story Four Interpersonal Relations and both Academic and Nonacademic Task Achievement; (c) Story Four with Story Seven Interpersonal Relations; and (d) Story Seven Interpersonal Relations with Academic Task Achievement. Significant at age fourteen only were the following relationships: (a) Anxiety with Story Seven Interpersonal Relations; and (b) Mother's Authority with Story Seven Interpersonal Relations.

The correlations ranged between .11 and .20. The highest (.20) was between Story Seven Interpersonal Relations and Academic Task Achievement.

All of the individual Implementation scores were significantly correlated with the Implementation Total scores. The highest contributors to the Total Score were from Aggression (.44, .46), Anxiety (.42, .41), Story Seven Interpersonal Relations (.44, .39), and Academic Task Achievement (.47, .34). Aggression was also correlated

Of these, fourteen (or seven pairs) were significant in both age groups. These were: (a) Aggression with both Mother's and Father's Authority, Story Four Interpersonal Relations, and Academic Task Achievement; (b) Anxiety with Nonacademic Task Achievement; (c) Father's Authority with Story Seven Interpersonal Relations; and (d) Mother's Authority with Nonacademic Task Achievement. Significant at age ten only were the following relationships: (a) Aggression with Story Seven Interpersonal Relations; (b) Father's Authority with Story Four Interpersonal Relations; (c) Story Four with Story Seven Interpersonal Relations; and (d) Story Seven Interpersonal Relations with Academic Task Achievement. Significant at age fourteen only were the following relationships: (a) Aggression with Anxiety; (b) Anxiety with Academic Task Achievement; and (c) Mother's Authority with Story Four Interpersonal Relations and Academic Task Achievement.

The correlations ranged between .10 and .26. The highest (.26) was between Father's Authority and Story Seven Interpersonal Relations in the fourteen-year-old sample, followed by that between Aggression and Mother's Authority (.21) also at age fourteen.

All individual Coping Effectiveness measures were significantly correlated with the Coping Effectiveness Total score. The area which contributed the largest amount to the Total Score was that of Aggression (.50, .53), followed by Academic Task Achievement (.47, .48), Story Seven Interpersonal Relations (.49, .41), and Mother's Authority (.42, .51). In general, the Coping Effectiveness Total score was a fairly good representative of all individual Coping Effectiveness measures.

In conclusion, there was rather moderate support for the hypothesis at both age levels with eleven out of twenty-eight correlations being significant in both age groups.

Hypotheses 22-23: There will be positive relationships among the measures of the same Story Completion Affect dimension across the differenc behavior areas.

Affect Associated with the Problem

Of the fifty-six correlations examined, fifteen were significant in the predicted direction. Of these, five were significant at age ten, and ten at age fourteen.

There were eight correlations (four pairs) which were significant at both age levels. These were: (a) Anxiety with Story Seven Interpersonal Relations; (b) Mother's Authority with Story Seven Interpersonal Relations; and (c) Nonacademic Task Achievement with Stories Four and Seven Interpersonal Relations. Significant at age ten only was the relationship between Father's and Mother's Authority. Significant at age fourteen only were the following relationships: (a) Aggression with Anxiety, Mother's Authority, and Story Seven Interpersonal

Relations; (b) Anxiety with Nonacademic Task Achievement; and (c) Academic Task Achievement with both Stories Four and Seven Interpersonal Relations.

The correlations ranged between .12 and .20. The highest (.20) was between Story Seven Interpersonal Relations and both Anxiety and Mother's Authority in the fourteen-year-old sample.

All individual measures were significantly correlated with the Affect Associated with the Problem Total score. Those areas which contributed most highly to the Total Score were Anxiety (.50, .54) and Story Seven Interpersonal Relations (.47, .53). The Total Score appeared to be a fair representation of the individual measures.

In summary, with only fifteen out of fifty-six correlations examined, support for the total hypothesis was rather poor, being slightly better at age fourteen than at age ten. Story Seven Interpersonal Relations appeared to be the best representative of the measure, again, mainly at age fourteen.

Affect Associated with the Outcome

Of the fifty-six correlations examined, only eight were significant in the predicted direction. (There were four significant in the direction opposite from that predicted.) Of the eight significant correlations, five were in the ten-year-old sample and three in the fourteen-year-old sample. There were four correlations (two pairs) which were significant at both age levels. These were : (a) Father's Authority with Story Four Interpersonal Relations; and (b) Mother's Authority with Story Seven Interpersonal Relations. Significant at age ten only were the following relationships: (a) Aggression with Story Four Interpersonal Relations; (b) Mother's Authority with Nonacademic Task Achievement; and (c) Story Seven Interpersonal Relations with Academic Task Achievement. Significant at age fourteen only was the relationship between Academic and Nonacademic Task Achievement.

The correlations ranged between .10 and .18. The highest (.18) was between Father's Authority and Story Four Interpersonal Relations in the ten-year-old sample. The negative correlations were too randomly scattered to form any meaningful pattern.

All individual Outcome measures were significantly correlated with the Affect in Relation to the Outcome Total score. The individual measures which contributed the most to the Total Score were Story Four Interpersonal Relations (.38, .41) and Story Seven Interpersonal Relations (.41, .37). In general, the total scores did not appear to be quite as good representations of the individual measures when compared with earlier Story Completion dimensions.

In conclusion, this hypothesis must be rejected at both age levels with only eight of fifty-six correlations significant.

Hypothesis 24: There will be positive relationships among the Story Completion Total Affect measures and the Total Coping Style measures.

Of the twenty correlations examined, all twenty were significant in the predicted direction in both age samples.

The correlations ranged between .24 and .63. The highest correlations were those of (a) Total Coping with Total Problem Affect (.63) and Total Outcome Affect (.59); and (b) Total Engagement with Total Problem Affect, all in the ten-year-old sample. In general, there was a tendency for the correlations to be higher in the ten-year-old sample than in the fourteen-year-old sample. In general, all correlations were quite high.

In conclusion, the hypothesis was completely verified at both age levels. Apparently, those who cope well with problems either expressed less Negative Affect or more Positive Affect, which was certainly a predictable and reasonable relationship.

Hypotheses 25-26: There will be positive relationships among measures of the same Coping Style construct in the same behavior area across the two projective instruments.

Engagement

Of the eighty correlations examined, only eight were significant in the predicted direction. Of these, five were in the ten-year-old sample and three in the fourteen-year-old sample.

None of the correlations were significant at the same age level. The following correlations were significant at age ten only: (a) Story with Sentence Completion Aggression; (b) Story Anxiety with Sentence Anxiety (as well as with Interpersonal Relations); (c) Story Seven Interpersonal Relations with Authority; and (d) Story Nonacademic Task Achievement with Anxiety. Significant at age fourteen only were the following relationships: (a) Story Seven Interpersonal Relations with Sentence Completion Interpersonal Relations; and (b) Academic Task Achievement with both Sentence Completion Anxiety and Task Achievement.

Thus, of the sixteen correlations which actually compared similar areas across instruments, four were significant, two at age ten and two at age fourteen.

The correlations ranged between .11 and .17. The highest (.17) was between Sentence and Story Completion Anxiety at age ten.

Of the correlations of individual stories with the Sentence

Completion Total score, only two of sixteen correlations were significant in the predicted direction. Of the correlations of individual Sentence Completion areas with the Story Completion Totals, only one out of ten was significant.

Overall, then, the hypothesis must be rejected at both age levels due to the very few significant correlations and the weak nature of these correlations.

Coping Effectiveness

Of the eighty correlations examined, thirteen were significant, all in the predicted direction. Of these, seven were in the ten-year-old sample and six in the fourteen-year-old sample. There were no correlations significant at both age levels.

Significant at age ten only were the following relationships: (a) Story with Sentence Completion Aggression; (b) Story Anxiety with Sentence Aggression; (c) Story (Father's) with Sentence Completion Authority; (d) Story Mother's Authority with Interpersonal Relations; (e) Story Seven Interpersonal Relations with both Sentence Authority and Task Achievement; and (f) Story Nonacademic Task Achievement with Anxiety. Significant at age fourteen only were the following relationships: (a) Story Aggression with Sentence Interpersonal Relations; (b) Story Mother's Authority with Academic Task Achievement; (c) Story Seven Interpersonal Relations with both Sentence Anxiety and Interpersonal Relations, (d) Story with Sentence Academic Task Achievement; and (e) Story Nonacademic Task Achievement with Sentence Task Achievement. Thus, of the sixteen correlations between similar areas across the two instruments, five were significant, two at age ten and three at age fourteen.

The correlations ranged between .10 and .15. The highest (.15) was between Sentence and Story Aggression at age ten.

Of the sixteen correlations of individual stories with the Sentence Total Coping Effectiveness score, only four were significant and these were quite small. Of the ten correlations of individual Sentence Completion areas with the Story Total Coping Effectiveness score, five were significant, two at age ten and three at age fourteen.

In conclusion, the hypothesis was very poorly verified at each age level. This was probably due partly to (a) the nature of the length of response difference between the two instruments, and (b) the different methods utilized in accessing Coping Effectiveness.

Hypotheses 27-28: The Story Completion Affect measures will be positively related to the Sentence Completion Positive Affect measures, and negatively related to the Sentence Completion Negative Affect measures of the same behavior area.

Affect Associated with the Problem

Of the twenty-eight correlations examined (sixteen for Negative Affect and fourteen for Positive Affect), none were significant in the predicted direction (though three were significant in the direction opposite from that predicted).

Thus the hypothesis must be completely rejected at both age levels.

Affect Associated with the Outcome

Of the twenty-eight correlations examined (sixteen involving Negative Affect and twelve for Positive Affect), only one was significant in the predicted direction (.14) at age ten. This was between Story (Father's) Authority and Sentence Authority Negative Affect.

Thus, the hypothesis must be rejected at both age levels.

Hypotheses 29-30: The Sentence and Story Completion total measures of Coping Style dimensions will be positively related to the SAI Coping measures and negatively related to the SAI Defensive measures.

Sentence Completion

Of the twenty-four correlations examined (twelve involving SAI Coping and twelve SAI Defensive measures), nine were significant in the predicted direction. Of these, six were in the SAI Coping area and three in the Defensive area. Three of these correlations were in the ten-year-old sample and six in the fourteen-year-old sample.

There were four correlations (or two pairs) which were significant in both age samples. These were: (a) Total Stance by Active Coping; and (b) Total Coping by Active Defensive. Significant at age ten only was the negative relationship between Total Coping and the Passive Defensive scale. Significant at age fourteen only were the following relationships: (a) Total Stance with Passive Coping; (b) Total Engagement with Passive Coping, and (c) Total Coping with both Active and Passive Coping.

The correlations ranged between .10 and .17 (and -.17). The highest (.17, -.17) were those of (a) Total Stance with Passive Coping at age fourteen; and (b) Total Coping with Active Defensive at age ten.

Sentence Completion Total Coping was most frequently significantly correlated with SAI variables.

In summary, there was moderate support for the hypothesis at age fourteen and rather poor support at age ten. The SAI Coping measures were more frequently correlated with Sentence Completion measures than were the Defensive measures.

Story Completion

Of the forty-eight correlations examined, nine were significant, all in the predicted direction. Of these, three involved SAI Coping measures and six SAI Defensive measures. Of these, four were significant at age ten and five at age fourteen. There were two correlations (one pair) which were significant at both age levels. These were between Story Total Coping and SAI Active Defensive. Significant at age ten only were the following relationships: (a) Stance with Passive Coping; (b) Engagement (negatively) with Active Defensive; and (c) Persistence (negatively) with Active Defensive. Significant at age fourteen only were the following relationships: (a) Engagement with Active Coping; (b) Initiation with Active Coping and (negatively) with both Active and Passive Defensive measures.

The correlations ranged between .10 and -.14. The highest (-.14) was between Total Coping and Active Defensive at age ten.

In summary, there was very poor support for the hypothesis at both age levels; thus the hypothesis should be rejected. Active Defensive behavior was more frequently correlated with the Story Completion scales than any other SAI measure; so, perhaps, the hypothesis could be accepted for this variable only.

Hypothesis 31: The Sentence and Story Completion total measures of Affect will be positively related to the SAI Coping measures and negatively related to the SAI Defensive measures.

Of the thirty-two correlations examined (sixteen for Story Completion and sixteen for Sentence Completion), eight were significant in the predicted direction. Of these, two were in the ten-year-old sample and six in the fourteen-year-old sample. There were two correlations (one pair) which were significant at both age levels. These were between Total Sentence Completion Negative Affect and Active Defensive behavior. Significant at age ten only was the relationship between Total Sentence Negative Affect and Passive Defensive. Significant at age fourteen only were the following relationships: (a) Total Story Problem Affect with Active Coping; (b) Total Sentence Positive Affect with Active Coping and (negatively) with both Active and Passive Defensive behavior; and (c) Total Sentence Negative Affect with Active Coping and Active Defensive behavior.

The correlations ranged between -.10 and .19. The highest (.18, .19) were between Total Sentence Negative Affect and Active Defensive behavior.

In conclusion, first the hypothesis must be rejected for the Story Completion Affect measures in relation to the SAI variables. Second, there is poor support in the Sentence Completion Affect measures at age ten, but rather good support at age fourteen. The Affect variable with the most significant correlations was Total Sentence Completion Negative Affect.

Hypothesis 32: The Occupational Values Intrinsic measures will be positively related with the Sentence and Story Total Coping dimension measures.

Sentence Completion

Of the forty-eight correlations examined, nine were significant in the predicted direction (while four were significant in the direction opposite from that predicted). Of these correlations, three were in the ten-year-old sample and six in the fourteen-year-old sample.

There were six correlations (or three pairs) which were significant in both age samples. These were: (a) Altruism with Total Coping; and (b) Self-Satisfaction with both Total Stance and Coping Effectiveness. Significant at age fourteen only were the following relationships: (a) Altruism with Total Stance; and (b) Creativity with both Total Stance and Coping Effectiveness.

The correlations ranged between .10 and .19. The highest (.19) was between Self-Satisfaction and Coping Effectiveness at age ten, followed by that of Altruism with Coping (.18) also at age ten.

None of the Sentence Completion variables were significantly correlated with the Intrinsic Total score.

In summary, this hypothesis must be rejected at both age levels due to the small number of significant correlations, the size of the correlations, and the presence of negative correlations.

Story Completion

Of the one hundred and twenty-eight correlations examined, only two were significant (.12) and both at age fourteen. Thus, the hypothesis must be rejected at both age levels.

Hypothesis 33: The Occupational Values Intrinsic measures will be positively related with the SAI Coping measures and negatively related with the SAI Defensive measures.

Of the sixty-four correlations examined (thirty-two for SAI Coping and thirty-two for SAI Defensive measures), only five were significant, two for the Coping measures and three for the Defensive measures. Of these, three were significant in the ten-year-old sample and two in the fourteen-year-old sample. Significant at age ten only were the following relationships: (a) Altruism with both Active and Passive Coping; and (b) Self-Satisfaction (negatively) with the Active Defensive measure. Significant at age fourteen only was the relationship between Altruism and both Active and Passive Defensive behavior. Altruism was that variable which correlated most frequently with the SAI variables.

The correlations ranged between -.10 and .15. The highest (.15) was between Altruism and Passive Coping at age ten. None of the SAI scales were significantly correlated (in the predicted direction) with the Intrinsic Total score.

In summary, the hypothesis must be rejected at both age levels. Apparently, Altruism was the value which was significantly correlated most frequently with the various SAI scales.

Hypothesis 34: The Occupational Values Intrinsic measures will be positively related with the two Story Total Affect measures and the Sentence Total Positive Affect measure, and negatively related with the Sentence Total Negative Affect measure.

Of the sixty-four correlations examined, only seven were significant, two for Story Completion Affect scales and five for Sentence Completion Affect scales. Of these, four were in the ten-year-old sample and three were in the fourteen-year-old sample.

The following relationships were significant at age ten only: (a) Altruism with Story Problem Affect and Sentence Negative Affect; and (b) Self-Satisfaction with Sentence Positive and Negative Affect. Significant at age fourteen only were the relationships of: (a) Altruism with Sentence Positive Affect; and (b) Creativity with Story Problem Affect and Sentence Negative Affect.

The correlations ranged between .10 and .15. The highest (.15) was between Altruism and Sentence Negative Affect in the ten-year-old sample. None of the Affect dimensions were significantly correlated with the Intrinsic Total score.

In summary, the hypothesis must be rejected at both age levels due to the small number of correlations, most of which were barely significant.

Hypothesis 35: The Occupational Values Extrinsic measures will be negatively related with the Sentence and Story Total Coping dimension measures.

Sentence Completion

Of the forty-two correlations examined, five were significant in the predicted direction. Of these, one was in the ten-year-old sample and four in the fourteen-year-old sample. Significant at age ten only was the relationship between Prestige and Total Coping Effectiveness. Significant at age fourteen only were the following relationships: (a) Surroundings with Total Engagement; and (b) Associates with all three Sentence Completion variables. The correlations ranged between -.11 and -.16. The highest (-.16) was between Associates and Coping Effectiveness at age fourteen.

None of the Sentence Completion variables were correlated with the Extrinsic Total score.

On the basis of the above evidence, the hypothesis must be rejected at both age levels, though there is some support for the relationship between Associates and the Sentence Completion Total scores (but only at age fourteen).

Story Completion

Of the eighty-four correlations examined, only five were significant, three in the ten-year-old sample and two in the fourteen-year-old sample. Significant at age ten only were the relationships between Prestige and Story Stance, Implementation, and Persistence. Significant at age fourteen only were the relationships of Surroundings with both Story Initiation and Implementation.

The correlations ranged between -.10 and -.15. The highest (-.15) was between Surroundings and Initiation at age fourteen. None of the Story Completion scales were significantly correlated with the Extrinsic Total score.

On the basis of the abovementioned lack of findings, the hypothesis must be rejected at both age levels.

Hypothesis 36: The Occupational Values Extrinsic measures will be negatively related with the SAI Coping measures and positively related with the SAI Defensive measures.

Of the fifty-six correlations examined, only six were significant in the predicted direction, two for the Coping measures and four for the Defensive measures. Of these, two were significant in the ten-year-old sample and four in the fourteen-year-old sample.

Significant at age ten only were the relationships between Economic Returns and both Active and Passive Coping. Significant at age fourteen only were the following relationships: (a) Success with both the

Active and Passive Defensive measures; (b) Prestige with the Active Defensive measure, and (c) Economic Returns with the Active Defensive measure.

The correlations ranged between .11 and .19. The highest (.19) was between Prestige and Active Defensive behavior in the fourteen-year-old sample. None of the correlations with the Total Extrinsic score were significant in the predicted direction.

In summary, the hypothesis must be rejected at both age levels due to the insufficient amount of significant data.

Hypothesis 37: The Occupational Values Extrinsic measures will be negatively related with the two Story Total Affect measures and the Sentence Total Positive Affect measure, and positively with the Sentence Total Negative Affect measure.

Of the fifty-six correlations examined, only three were significant in the predicted direction. All of these were in the fourteen-year-old sample. They were: (a) Success with Sentence Positive Affect; (b) Prestige with Sentence Positive Affect; and (c) Associates with Sentence Negative Affect.

The correlations ranged between -.11 and -.16. The highest (-.16) was between Associates and Sentence Negative Affect. None of the Affect scales were significantly correlated with the Total Extrinsic score.

Due to this lack of significant findings, the hypothesis must be rejected at both age levels.

Hypothesis 38: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be positively related with the Sentence and Story Total Coping dimension measures.

Sentence Completion

Of the eighteen correlations examined, only two were significant in the predicted direction, both at age fourteen. These were Sentence Total Coping with Occupational Expectation (-.11) and Educational Aspiration (-.11).

Based upon this data, the hypothesis must be rejected.

Story Completion

Of the thirty-six correlations examined, only two were significant in the predicted direction, one at age ten and one at age fourteen. (There were five correlations in the direction opposite from that predicted.) Significant at age ten was the relationship between Occupational Aspiration and Story Initiation (.12). Significant at age fourteen was the relationship between Educational Aspiration and Story Stance (.10).

Based on the abovementioned data, this hypothesis must be rejected in both age samples.

Hypothesis 39: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be positively related with the SAI Coping measures and negatively related with the SAI Defensive measures.

Of the twenty-four correlations examined, four were significant in the predicted direction, all concerning relationships with Defensive scales. Two were in the ten-year-old sample and two were in the fourteen-year-old sample.

There were two correlations (one pair) significant in both age groups. These were between Educational Aspiration and Passive Defensive behavior. Significant at age ten only was the relationship between Occupational Expectation and Passive Defensive behavior. Significant at age fourteen only was the relationship between Educational Aspiration and Active Defensive behavior.

The correlations ranged between .10 and .16. The highest (.16) was between Educational Aspiration and Passive Defensive behavior at age ten.

Though the total hypothesis must be rejected, there is some support for the hypothesized relationships in the Defensive area of the SAI, especially as it related to Educational Aspiration.

Hypothesis 40: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be positively related with the two Story Total Affect measures and the Sentence Total Positive Affect measure, and negatively with the Sentence Total Negative Affect measure.

Of the twenty-four correlations examined, only two were significant in the predicted direction, both in the fourteen-year-old age sample. These were: (a) Occupational Expectation with Story Problem Affect (-.11), and (b) Educational Aspiration with Sentence Positive Affect (-.13).

On the basis of these sparse findings, the hypothesis must be rejected at both age levels.

Hypothesis 60: There will be a positive relationship among the Parent/Child Interaction items.

This hypothesis could not be tested in Italy since Variables 84 and 86 contain items which were incorrectly translated.

Hypothesis 61: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion instrument, and a negative relationship with the Authority Negative Affect measure.

Of the twenty-four legitimate correlations examined, none were significant in the predicted direction

On the basis of this evidence, the hypothesis must be rejected.

Hypothesis 62: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion instrument and a negative relationship with the Total Negative Affect measure.

Of the twenty-four legitimate correlations examined, none were significant in the predicted direction.

On the basis of this evidence, the hypothesis must be rejected.

Hypothesis 63: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and the Story Completion Coping Effectiveness scores for the two Authority stories.

Of the eight legitimate correlations examined, none were significant in the predicted direction. Thus, the hypothesis must be rejected.

Hypothesis 64: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and the Attitude toward Authority measures of the Story Completion.

None of the four correlations examined were significant; therefore, the hypothesis must be rejected.

Hypothesis 65: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Coping Style, Coping Effectiveness, and Affect scale scores of the Story Completion instrument.

Of the thirty-two correlations examined, only one was significant in the predicted direction. Thus, the hypothesis must be rejected in both age samples.

Hypothesis 66: There will be a positive relationship between the Parent/Child Interaction items from the Sentence Completion and the Active and Passive Coping scores from the Social Attitude Inventory and a negative relationship with the Active and Passive Defensive scores.

Of the sixteen correlations examined, none were significant, thus the hypothesis must be totally rejected.

Hypothesis 67: There will be a positive relationship between the Father/Child Interaction item from the Sentence Completion and the Occupational Value: "Follow Father."

Of the two correlations examined, neither was significant; thus, the hypothesis must be rejected.

Hypothesis 68: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Intrinsic Occupational Values.

Of the thirty-six legitimate correlations examined, only two were significant in the predicted direction (though there were four significant in the direction opposite from that predicted). Both of these were in the fourteen-year-old sample and involved the Parent/Child Interaction scale. Significant were the relationships between Parent/Child Interaction and both Management and Intellectual Stimulation. The correlations were .10 and .12.

On the basis of these findings, the hypothesis must be rejected at both age levels.

Hypothesis 69: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Extrinsic Occupational Values.

Of the thirty-two legitimate correlations examined, there were none significant in the predicted direction. (There were five correlations significant in the direction opposite from that predicted.) Thus, the hypothesis must be completely rejected.

Hypothesis 70: There will be a negative relationship between the Father/Child Interaction item and the Discrepancy scores for (a) Father's Occupation/Child's Aspiration and (b) Father's Aspiration for Child/Child's Aspiration.
There will be a negative relationship between the Mother/Child Interaction item and the Discrepancy score for Mother's Aspiration for Child/Child's Aspiration.

None of the correlations were significant, so the hypothesis must be completely rejected.

PREDICTOR-CRITERION RELATIONSHIPS

Hypothesis 41: There will be a positive relationship between Aptitude and all Criterion measures.

Of the eight correlations examined, all were significant at both age levels. Thus, there was a positive relationship of Aptitude with all Achievement measures and the Peer BRS Summary score.

The correlations ranged between .21 and .52. The highest correlations (.46, .52) were between Reading Achievement and Aptitude at both age levels.

In summary, the hypothesis was completely verified for both age groups with the Peer BRS Summary score being the least highly related of the four criterion scores.

Hypothesis 42: There will be a positive relationship between the Intrinsic Occupational Values and the Criterion measures.

Of the sixty-four correlations examined (excluding the Total Intrinsic score), eight were significant in the predicted direction (though eight were also significant in the direction opposite from that predicted). Of those significant in the predicted direction, five were in the ten-year-old sample and three in the fourteen-year-old sample.

There were two correlations (one pair) significant in both age samples. These were between Intellectual Stimulation and the Peer BRS Summary score. Significant at age ten only were the following relationships: (a) Independence with Reading Achievement and the Peer BRS Summary score; (b) Self-Satisfaction with GPA; and (c) Intellectual

Stimulation with GPA. Significant at age fourteen only were the relationships of Creativity with both Math and Reading Achievement.

The correlations ranged between .11 and .16. The highest (.16) was between Independence and Reading Achievement at age ten.

Of the eight correlations with the Intrinsic Total score, three were significant, all in the predicted direction. The highest (.34) was between GPA and the Total Score at age fourteen.

Of interest is the fact that all negative correlations were with only two of the Intrinsic values: Esthetics and Management (which, by the way, did not correlate well with one another). Thus, these negative correlations cannot be considered to be random, but reveal something of the nature of these two values compared to the other Intrinsic values. The Peer BRS Summary score was the most frequently correlated criterion measure with the Intrinsic values in general.

In conclusion, there was extremely poor support for this hypothesis in both age groups and it should, thus, be rejected.

Hypothesis 43: There will be a negative relationship between the Criterion measures and the Extrinsic Occupational Values.

Of the fifty-six correlations examined (excluding the Extrinsic Total score), eleven were significant, all in the predicted direction. Of these, eight were in the ten-year-old sample and three in the fourteen-year-old sample. There were two correlations (one pair) significant in both age groups. These were Economic Returns with Reading Achievement. Significant at age ten only were the following relationships: (a) Success with Math Achievement and GPA; (b) Prestige with Math and Reading Achievement and GPA; and (c) Economic Returns with GPA and the Peer BRS Summary score. Significant at age fourteen only were the relationships between Success and both Reading Achievement and the Peer BRS Summary score.

The correlations ranged between -.11 and -.16. The highest (-.16) was between Success and Math Achievement in the ten-year-old sample.

Of the eight correlations with the Extrinsic Total score, only two were significant in the predicted direction (both with the Peer BRS Summary score). The remainder of the correlations in the fourteen-year-old sample were significant but positive.

Of interest is the fact that all correlations involved only three Extrinsic values, Success, Prestige, and Economic Returns. These have been the values in past hypotheses which seemed to best define the Extrinsic concept.

In summary, there was very weak support for the hypothesis (and for only three Extrinsic variables at that) in the ten-year-old sample. The hypothesis could not be supported at all in the fourteen-year-old sample.

Hypothesis 44: There will be a positive correlation between Occupational Aspiration, Occupational Expectation, Educational Aspiration and the Criterion measures.

Of the twenty-four correlations examined, twenty-three were significant, all in the predicted direction. These correlations were negative in sign even though a positive relationship was predicted due to the fact that the scaling system for the Occupational and Educational Aspiration variables was reversed as compared to other scaling systems. That is, the larger the number, the lower the Aspiration level, etc.

The only correlation not significant was that between Educational Aspiration and GPA at age fourteen.

The correlations ranged between -.12 and -.35. The highest (-.35) was between Educational Aspiration and GPA at age ten. In general, Reading Achievement was correlated the most highly with all three variables.

In conclusion, the hypothesis was completely verified at both age levels. Apparently, the Occupational and Educational Aspirations and Expectations are highly related to the child's current performance in school both academically and socially, though which is the causal factor was not readily apparent.

Hypothesis 45: There will be a negative relationship between the discrepancy scores from the Occupational Values Inventory and the Criterion measures.

Of the thirty-two correlations examined, only three were significant in the predicted direction. Of these, two were in the ten-year-old sample and one in the fourteen-year-old sample. All significant correlations involved the discrepancy between the child's aspiration and the status level of the father's job. Significant at both age levels was the relationship between the Father's Job/Subject's Aspiration discrepancy score and Reading Achievement. Significant at age ten only was the relationship between the same discrepancy and GPA.

The correlations ranged between -.12 and -.20. The highest was between the Father's Job/Child's Aspiration discrepancy score and GPA at age ten.

In summary, the hypothesis was not verified at either age level.

Hypothesis 46: There will be a positive relationship between the Coping measures of the SAI and the Criterion measures; and a negative relationship between the Defensive measures of the SAI and the Criterion measures.

Of the thirty-two correlations examined, nine were significant in the predicted direction. Only one of these involved the Coping measures. This was the positive relationship (at age fourteen) between Active Coping and the Peer BRS Summary score.

The remaining eight correlations involved the Defensive measures. Of these, four were in the ten-year-old sample and four in the fourteen-year-old sample.

Significant in both age groups was the relationship between the Passive Defensive measure and Reading Achievement. Significant at age ten only were the relationships between the Passive Defensive measure and Math Achievement, GPA, and the Peer BRS Summary score. Significant at age fourteen only were the relationships between the Active Defensive measure and Math and Reading Achievement and the Peer BRS Summary score.

The correlations ranged between -.11 and -.20. The highest (-.20) were those of (a) Active Defensive with the Peer BRS Summary score at age fourteen; and (b) Passive Defensive with GPA at age ten.

In summary, the hypothesis involving the Coping measures must be completely rejected on the basis of the evidence. However, there was moderate support for the hypothesis when the Defensive measures were examined. Apparently, the willingness to admit to Defensive behavior represents a more honest reaction to the SAI which then relates in the predicted direction to current school performance.

Hypotheses 47-51: There will be a positive relationship between the Coping Style and Effectiveness dimensions and Attitude and Positive Affect scales from the Sentence Completion and the Criterion measures. There will be a negative relationship between Sentence Completion Negative Affect and the Criterion measures.

Stance

Of the forty correlations examined, only two were significant in the predicted direction, both in the ten-year-old sample. These were between Math Achievement and both Anxiety (.11) and Interpersonal Relations (.13) Stance.

None of the criterion measures were significantly related to the

Stance Total score.

Thus, the hypothesis must be rejected in both age groups.

Engagement

Of the forty correlations examined, only one was significant in the predicted direction (in the fourteen-year-old sample). This was between Interpersonal Relations Engagement and Reading Achievement (.17).

None of the correlations of the criterion measures with the Total Engagement score were significant in the predicted direction. Thus, the hypothesis for Engagement must be completely rejected for both age samples.

Coping Effectiveness

Of the forty correlations examined, four were significant, all in the predicted direction. Of these, one was at age ten and three at age fourteen. Significant at age ten was the relationship between Interpersonal Relations Coping and GPA. Significant at age fourteen only were the following relationships: (a) Interpersonal Relations Coping and Reading Achievement; and (b) Task Achievement Coping and both Reading Achievement and the Peer BRS Summary score.

The correlations ranged between .11 and .13, an insignificant range for any discussion of "highest degree of relationship."

None of the criterion measures were significantly correlated with the Total Coping Effectiveness score.

In conclusion, the hypothesis for Coping Effectiveness should be rejected at both age levels due to the very few significant correlations and the very low degree of the relations, when they did exist.

Attitude

Of the twenty-four correlations examined, seven were significant, all in the predicted direction. Of these, four were in the ten-year-old sample and three in the fourteen-year-old sample. There were four correlations (two pairs) which were significant in both age samples. These were Task Achievement Attitude and both Math Achievement and the Total BRS Summary score. Significant at age ten only were the relationships between Task Achievement Attitude and both Reading Achievement and GPA. Significant at age fourteen only was the relationship of Authority Attitude with Math Achievement.

Of the eight correlations with the Total Attitude score, only one was significant.

The correlations ranged between .11 and .19. The highest (.19) was between Task Achievement Attitude and GPA at age ten.

In summary, while the total hypothesis cannot be said to have been verified, there is good evidence of a fairly strong relationship between Task Achievement Attitude and the criterion measures, since six of the seven correlations involved Task Achievement Attitude. This is not unexpected since Attitudes in this area were certainly more closely related to the mainly academically-oriented criterion measures.

Positive Affect

Of the twenty-four correlations examined, six were significant in the predicted direction (and four significant in the direction opposite from that predicted). Again, all significant correlations involved the Task Achievement area. Four of these correlations were in the ten-year-old sample and two in the fourteen-year-old sample. There were four correlations (two pairs) which were significant in both age groups. These were between Task Achievement Positive Affect and both Math Achievement and the Peer BRS Summary score. Significant at age ten only were the relationships between Task Achievement Positive Affect and both Reading Achievement and GPA.

Only one of the eight correlations with the Positive Affect Total score was significant.

The correlations ranged between .12 and .15. The highest (.15) was between Task Achievement Positive Affect and both Math and Reading Achievement at age ten.

All negative correlations mentioned earlier were in the Authority area at age ten.

In summary, again, the total hypothesis for Attitude was not verified. But, like Attitude, there was good support for the hypothesized relationship in the Task Achievement area.

Negative Affect

Of the thirty-two correlations examined, only four were significant, all in the predicted direction. Of these, two were in the ten-year-old sample and two in the fourteen-year-old sample. Significant at age ten only were the following relationships: (a) Aggression Negative Affect with the Peer BRS Summary score; and (b) Interpersonal Relations Negative Affect with GPA. Significant at age fourteen only were the following relationships: (a) Authority Negative Affect with Reading Achievement; and (b) Task Achievement Negative Affect with the Peer BRS Summary score. Only one of the eight correlations with the Total Negative Affect score was significant.

The correlations ranged between -.10 and -.13; so even the small number of relationship that existed were very slight.

In summary, the total hypothesis should be rejected at both age levels.

Hypotheses 52-58: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style measures, Coping Effectiveness, and Affect measures.

Engagement

Of the fifty-six correlations examined, nine were significant in the predicted direction. Of these, six were in the ten-year-old sample and three in the fourteen-year-old sample. There were two correlations (one pair) significant in both age groups. These were between Mother's Authority Engagement and the Peer BRS Summary score. Significant at age ten only were the following relationships: (a) Aggression with both Math and Reading Achievement and GPA; and (b) Academic Task Achievement with GPA and the Peer BRS Summary score. Significant at age fourteen only were the relationships between Reading Achievement and both Story Seven Interpersonal Relations and Academic Task Achievement.

The correlations ranged between .11 and .15. The highest (.15) was between Aggression and Reading Achievement at age ten.

Of the eight correlations with the Engagement Total score, four were significant, two at age ten and two at age fourteen.

In summary, there was poor support for the hypothesis in both age samples, but the support at age ten was somewhat better than at age fourteen. Academic Task Achievement and Aggression were those areas which were most highly correlated with the criterion measures. Overall, it is probably safest to assume that the hypothesis should be rejected.

Initiation

Of the sixty-four correlations examined, only seven were significant in the predicted direction. Of these, five were in the ten-year-old sample and two in the fourteen-year-old sample. Significant at age ten only were the following relationships: (a) Aggression with both Math and Reading Achievement and GPA; (b) Anxiety with GPA; and (c) Academic Task Achievement with Reading Achievement. Significant at age fourteen only were the following relationships: (a) Father's Authority with Reading Achievement; and (b) Mother's Authority with the Peer BRS Summary score. Three of the correlations with the Total Initiation score were significant.

The correlations ranged between .10 and .14. The highest was Aggression with both Math and Reading Achievement at age ten.

In summary, the hypothesis should be rejected at both age levels, as the significant correlations were few and all quite low. Aggression seemed to be the most consistently related to the criterion measures but only in the ten-year-old sample.

Implementation

Of the fifty-six correlations examined, only six were significant, all in the predicted direction. Of these, four were in the ten-year-old sample and two in the fourteen-year-old sample. There were two correlations (one pair) significant in both age groups. These were between Mother's Authority and the Peer BRS Summary score. Significant at age ten only were the relationships between Aggression and both Math and Reading Achievement and GPA. Significant at age fourteen only was the relationship between Nonacademic Task Achievement and the Peer BRS Summary score. Of the eight correlations with the Total Implementation score, four were significant, all in the predicted direction.

The correlations ranged between .10 and .16. The highest (.16) was between Aggression and both Math and Reading Achievement in the ten-year-old sample. Again, Aggression appeared to be more highly related to the criterion measures than did other areas.

In summary, the hypothesis must be rejected at both age levels due to the sparsity of correlations of any notable size.

Persistence

Of the sixty-four correlations examined, ten were significant, all in the predicted direction. Of these, eight were in the ten-year-old sample and two in the fourteen-year-old sample. Significant at age ten only were the following relationships: (a) Aggression with both Math and Reading Achievement and GPA; (b) Anxiety with Reading Achievement, GPA, and the Peer BRS Summary score; (c) Story Four Interpersonal Relations with Math Achievement; and (d) Nonacademic Task Achievement with Math Achievement. Significant at age fourteen only were the relationships between Reading Achievement and both Academic Task Achievement measures of Persistence. Two of the eight correlations with the Total Persistence score were significant, both with Reading Achievement. The correlations ranged between .10 and .19. The highest (.19) was between Aggression and Reading Achievement at age ten. Reading Achievement was the criterion measure which was most fequently predicted by the various Persistence scores.

Overall, the hypothesis must be rejected though there was some evidence in the ten-year-old sample in the areas of Aggression and

Anxiety that a relationship did exist.

Coping Effectiveness

Of the sixty-four correlations examined, nine were significant, all in the predicted direction. Of these, five were in the ten-year-old sample and four in the fourteen-year-old sample. Significant at age ten only were the following relationships: (a) Aggression with both Math and Reading Achievement and GPA; and (b) Academic Task Achievement with GPA and the Peer BRS Summary score. Significant at age fourteen only were the following relationships: (a) Father's Authority with Reading Achievement; (b) Mother's Authority with GPA and the Peer BRS Summary score; and (c) Academic Task Achievement with Reading Achievement.

Four of the eight correlations with the Total Coping Effectiveness score were significant, two at age ten and two at age fourteen.

The correlations ranged between .10 and .15. The highest (.15) was between (a) Aggression and Reading Achievement at age ten; and (b) Mother's Authority and the Peer BRS Summary score at age fourteen. Reading Achievement was, again, predicted most frequently by the Coping Effectiveness measures.

In conclusion, the hypothesis must be rejected in both age groups due to the small proportion of significant correlations.

Affect Associated with the Problem

Of the sixty-four correlations examined, only four were significant in the predicted direction, two in each age sample. (There were six correlations significant in the direction opposite from that predicted.) All significant correlations (in the predicted direction) involved the Aggression story. Significant at age ten was the relationship between Aggression and both Math and Reading Achievement. Significant at age fourteen was the relationship between Reading Achievement and the Peer BRS Summary score. None of the correlations with the Total Score were significant.

The correlations ranged between .11 and .14 with the highest being between Aggression and Math Achievement at age ten.

In summary, the hypothesis for Affect Associated with the Problem must be rejected at both age levels.

Affect Associated with the Outcome

Of the sixty-four correlations examined, only two were significant, both at age fourteen. They were: (a) Mother's Authority with Math Achievement (.11); and (b) Story Seven Interpersonal Relations with

Reading Achievement (.11). Only one of the eight correlations with the Total Score was significant.

Thus, the hypothesis must be completely rejected at both age levels.

Hypothesis 71: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Criterion measures.

Of the sixteen legitimate correlations examined, none were significant in the predicted direction in either age sample. Thus, the hypothesis must be rejected.

Hypothesis 72: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and both the Peer BRS Authority item and the BRS Summary score.

Of the eight legitimate correlations examined, none were significant in either age sample. Thus, the hypothesis must be rejected.

Hypothesis 73: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and both the Self/BRS Authority item and the Self-BRS Summary score.

Of the eight legitimate correlations examined, only one was significant and that was in the fourteen-year-old sample. It was between Parent/Child Interaction and the Self-Rating Authority item (.10).

On the basis of this finding, the hypothesis must be rejected at both age levels.

FIGURE 3
ITALY TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 1: There will be positive relationships among the achievement criterion measures.

INSTRUMENTS: Math-Reading-Grade Point Average
VARIABLES: Same

		2		3		4	
		MATH		READING		G.P.A.	
		10	14	10	14	10	14
2	MATH			.41	.44	.39	.32
3	READING	.41	.44			.50	.65
4	GRADE POINT AVERAGE	.39	.32	.50	.65		

HYPOTHESIS 2: There will be positive relationships among the achievement and the Peer BRS criterion measures.

INSTRUMENTS: Math-Reading-Grade Point Average Peer BRS
VARIABLES: Same

		5		6		7		8		9		10		11		12	
		BRS 1		BRS 2		BRS 3		BRS 4		BRS 5		BRS 6		BRS 7		BRS 1 - 4	
		TA - A		TA - NA		AUTHORITY		IPR		ANXIETY		AGGRESSION		AGGRESSION		TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2	MATH	.45	.31	.32	.20	.40	.27	.31	.26	.35	.24	.34	.31			.42	.28
3	READING	.47	.30	.35	.17	.40	.22	.42	.23	.35	.20	.35	.26			.46	.18
4	GRADE POINT AVERAGE	.69	.26	.49	.19	.60	.16	.55	.21	.56	.22	.57	.21	-.10		.66	

HYPOTHESIS 3: There will be positive relationships among the intrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Intrinsic Values

		21		22		23		24		26		27		28		34	
		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.	
		ALTRUISM		ESTHEITCS		INDEPEN.		MANAGEMENT		SELF-SATIS		INTEL.STIM		CREATIVITY		VARIETY	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
21	ALTRUISM			-.26	-.25	-.20	-.24	-.18	-.20	.28	.36	.20	.17				
22	ESTHETICS	-.26	-.25				.11			-.17	-.32	-.11	-.12				
23	INDEPENDENCE	-.20	-.24		.11					-.20	-.26	-.21	-.17				.11
24	MANAGEMENT	-.18	-.20							-.27	-.21	-.22	-.19	-.18	-.18	-.14	-.22
26	SELF-SATISFACTION	.28	.36	-.17	-.32	-.20	-.26	-.27	-.21			.13	.22	-.19	-.12		
27	INTELLECTUAL STIMULATION	.20	.17	-.11	-.12	-.21	-.17	-.22	-.19	.13	.22			.22	.19	.28	.29
28	CREATIVITY							-.18	-.18	-.19	-.12	.22	.19			.16	.15
34	VARIETY						.11	-.14	-.22			.28	.29	.16	.15		
36	INTRINSIC TOTAL	.30	.36	.24	.20	.11	.16			.21	.23	.52	.48	.41	.44	.42	.47

HYPOTHESIS 4: There will be positive relationships among the extrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Extrinsic Values

		25		29		30		31		32		33		35	
		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.	
		SUCCESS		SECURITY		PRESTIGE		ECON. RET.		SURROUND.		ASSOCIATES		FOL.FATHER	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
25	SUCCESS				.17	.29	.27	.24	.39	-.22	-.18	-.27	-.24	-.28	-.14
29	SECURITY		.17			-.23	-.28	.13	.22					-.12	
30	PRESTIGE	.29	.27	-.23	-.28			.25	.21	-.30	-.34	-.19	-.26	-.18	-.17
31	ECONOMIC RETURNS	.24	.39	.13	.22	.25	.21			-.19	-.21	-.12	-.22	-.22	-.13
32	SURROUNDINGS	-.22	-.18			-.30	-.34	-.19	-.21			.53	.62		-.13
33	ASSOCIATES	-.27	-.24			-.19	-.26	-.12	-.22	.53	.62			-.12	-.21
35	FOLLOW FATHER	-.28	-.14	-.12		-.18	-.17	-.22	-.13		-.13	-.12	-.21		
37	EXTRINSIC TOTAL	.33	.47	.29	.41	.37	.22	.47	.43	.16	.16	.20	.13	.26	.19

FIGURE 3
ITALY TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 5: There will be negative relationships among the intrinsic and extrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Intrinsic and Extrinsic Values

		21		22		23		24		26		27		28		34		36	
		OCC. VAL. ALTRUISM		OCC. VAL. ESTHETICS		OCC. VAL. INDEPEN.		OCC. VAL. MANAGEMENT		OCC. VAL. SELF-SATIS		OCC. VAL. INTEL.STIM		OCC. VAL. CREATIVITY		OCC. VAL. VARIETY		INTRINSIC TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
25	SUCCESS	-.23	-.33				-.12	.17	.13	-.24	-.25	-.14	.35		-.19	-.14	-.30	-.33	-.54
29	SECURITY			-.12	-.30	-.13	-.31				.18	-.15	-.10	-.14	-.30	-.20	-.26	-.29	-.40
30	PRESTIGE	-.34	-.31	.15	.23					-.33	-.37	-.24	-.26			-.16	-.17	-.36	-.26
31	ECONOMIC RETURNS	-.31	-.43					.19	.25	-.24	-.30	-.36	-.33	-.12	-.19	-.17	-.27	-.47	-.54
32	SURROUNDINGS	.19	.16	-.24	-.13			-.18	-.19	.16	.11			-.24	-.31			-.16	-.11
33	ASSOCIATES	.19	.11	-.12			.12	-.20	-.21					-.26	-.29			-.20	
35	FOLLOW FATHER			-.13	-.21		-.16					-.12				-.17	-.18	-.26	-.21
37	EXTRINSIC TOTAL	-.30	-.26	-.24	-.22	-.11	-.20			-.21	-.20	-.52	-.43	-.41	-.40	-.42	-.42	-1.0	-.64

HYPOTHESIS 6: There will be positive relationships among the status levels of occupational aspiration, occupational expectation, and educational aspiration measures.

INSTRUMENTS: Occupational Interests
VARIABLES: Occupational Aspiration, Occupational Expectation, & Educational Aspiration

		38*		39*		109*	
		OCC. ASPIRATION		OCC. EXPECT.		ED. ASPIRATION	
		10	14	10	14	10	14
38	OCCUPATIONAL ASPIRATION			.61	.66	.30	.38
39	OCCUPATIONAL EXPECTATION	.61	.66			.37	.54
109	EDUCATIONAL ASPIRATION	.30	.38	.37	.54		

*Remember that these Variables are reversed. Thus, any correlations involving these Variables if positive, are actually negative correlations and if negative are actually positive correlations.

HYPOTHESIS 7: There will be positive relationships among the Occupational Interests discrepancy measures.

INSTRUMENTS: Occupational Interests
VARIABLES: Discrepancy Measures

		40		41		42		43	
		OCC.INT. EXP./ASP.		OCC.INT. F.OCC./ASP.		OCC.INT. F.ASP/ASP.		OCC.INT. M.ASP/ASP.	
		10	14	10	14	10	14	10	14
40	EXPECTATION/ ASPIRATION			.43	.47	.49	.74	.50	.67
41	FATHER OCC. ASPIRATION	.43	.47			.42	.57	.48	.57
42	FATHER ASP./ ASPIRATION	.49	.74	.42	.57			.78	.81
43	MOTHER ASP./ ASPIRATION	.50	.67	.48	.57	.78	.81		

HYPOTHESIS 8: There will be: (1) a positive relationship between the SAI active and passive coping measures, (2) a positive relationship between the SAI active and Passive defensive measures, and (3) a negative relationship among the SAI coping and defensive measures.

INSTRUMENTS: Social Attitudes Inventory
VARIABLES: Active and Passive Coping and Defensive Measures

		44		45		46		47	
		SAI ACT. COP.		SAI PASS. COP.		SAI ACT. DEFEN		SAI PASS.DEFEN	
		10	14	10	14	10	14	10	14
44	ACTIVE COPING			.43	.31			.16	
45	PASSIVE COPING	.43	.31				-.15	.27	.12
46	ACTIVE DEFENSIVE				-.15			.21	.25
47	PASSIVE DEFENSIVE	.16		.27	.12	.21	.25		

HYPOTHESIS 9: There will be positive relationships among the measures of the same Sentence Completion coping style variables across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Stance

		48		54		60		66		73	
		STANCE AGGRESSION		STANCE AUTHORITY		STANCE ANXIETY		STANCE IPR		STANCE TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
48	AGGRESSION			.18	.17		.11		.11		
54	AUTHORITY	.18	.17				.22				.11
60	ANXIETY		.11		.22					.11	.13
66	INTERPERSONAL RELATIONS		.11								
73	TASK ACHIEVEMENT				.11	.11	.13				
80	STANCE TOTAL	.38	.32	.61	.67	.39	.52	.36	.37	.65	.64

FIGURE 3

ITALY TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 10: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Engagement

		49 ENGAGEMENT AGGRESSION		55 ENGAGEMENT AUTHORITY		61 ENGAGEMENT ANXIETY		67 ENGAGEMENT IPR		74 ENGAGEMENT TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
49	AGGRESSION										
55	AUTHORITY										
61	ANXIETY									.10	
67	INTERPERSONAL RELATIONS									.12	
74	TASK ACHIEVEMENT					.10		.12			
81	ENGAGEMENT TOTAL	.22	.15	.54	.54	.41	.40	.44	.38	.66	.59

HYPOTHESIS 11: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Coping Effectiveness

		50 COP. EFF. AGGRESSION		56 COP. EFF. AUTHORITY		62 COP. EFF. ANXIETY		68 COP. EFF. IPR		75 COP. EFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
50	AGGRESSION			.11	.24		.12	.14	.22		
56	AUTHORITY	.11	.24				.24	.18	.21		.16
62	ANXIETY		.12		.24				.21	.15	.17
68	INTERPERSONAL RELATIONS	.14	.22	.18	.21		.21			.17	.16
75	TASK ACHIEVEMENT				.16	.15	.17	.17	.16		
82	COPING EFF. TOTAL	.35	.39	.61	.68	.45	.56	.54	.57	.65	.64

HYPOTHESIS 12: There will be positive relationships among the Sentence Completion attitude measures across behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Attitude Measures

		53 ATTITUDE AUTHORITY		65 ATTITUDE IPR		72 ATTITUDE TASK ACH.	
		10	14	10	14	10	14
53	AUTHORITY			.35	.31	.20	.19
65	INTERPERSONAL RELATIONS	.35	.31			.22	
72	TASK ACHIEVEMENT	.20	.19	.22			
79	ATTITUDE TOTAL	.73	.73	.78	.74	.62	.56

HYPOTHESIS 13: There will be positive relationships among measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Negative Affect

		51 NEG. AFF. AGGRESSION		57 NEG. AFF. AUTHORITY		69 NEG. AFF. IPR		76 NEG. AFF. TASK ACH.	
		10	14	10	14	10	14	10	14
51	AGGRESSION			.12	.28	.20	.12	.14	.14
57	AUTHORITY	.12	.28			.18	.23	.22	.22
69	INTERPERSONAL RELATIONS	.20	.12	.18	.23			.19	.22
76	TASK ACHIEVEMENT	.14	.14	.22	.22	.19	.22		
83	NEG.AFFECT TOTALS	.43	.48	.72	.76	.55	.59	.62	.58

HYPOTHESIS 14: There will be positive relationships among measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Positive Affect

		59 POS. AFF. AUTHORITY		71 POS. AFF. IPR		78 POS. AFF. TASK ACH.	
		10	14	10	14	10	14
59	AUTHORITY						
71	INTERPERSONAL RELATIONS						
78	TASK ACHIEVEMENT						
100	POS. AFF. TOTAL	.42	.26	.29	.34	.86	.91

FIGURE 3

ITALY TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 15: There will be a positive relationship between the total attitude measure and the total positive affect measure. There will be negative relationships between the total attitude measures and the total negative affect measure.

INSTRUMENTS: Sentence Completion
VARIABLES: Total Attitude and Affect Measures

		83 NEG. AFF. TOTAL		100 POS. AFF. TOTAL		79 ATTITUDE TOTAL	
		10	14	10	14	10	14
83	NEGATIVE AFF. TOTAL				-.18		
100	POSITIVE AFF. TOTAL		-.18				
79	ATTITUDE TOTAL						

HYPOTHESIS 16: There will be positive relationships among the total amount of positive affect and the total attitude measure with coping score totals. There will be negative relationships among the total amount of negative affect expressed and the total attitude mean with the coping score totals.

INSTRUMENTS: Sentence Completion
VARIABLES: Affect & Attitude by Coping Totals

		100 POSITIVE TOTAL		83 NEGATIVE TOTAL		79 ATTITUDE TOTAL	
		10	14	10	14	10	14
80	TOTAL STANCE		.20	-.41	-.49	.18	.12
81	ENGAGEMENT	-.10		-.23	-.26		.13
82	COPING	.12	.27	-.79	-.79	.16	.13

HYPOTHESIS 17: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Engagement

		148 Story 8 AGGRESSION		154 Story 5 ANXIETY		137 Story 2 AUTHORITY		138 Story 10 AUTHORITY		125 Story 4 IPR		126 Story 7 IPR		111 Story 1 A - TA		119 Story 6 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
148	AGGRESSION				.11	.13	.12		.16			.14			.11		
154	ANXIETY		.11												.14	.19	
137	AUTHORITY	.13	.12								.10	.13	.28				
138	AUTHORITY		.16												.16		
125	INTERPERSONAL RELATIONS						.10					.17		.12		.12	
126	INTERPERSONAL RELATIONS	.14				.13	.28			.17						.10	
111	ACADEMIC TASK ACH.		.11		.14				.16	.12							
	NONACADEMIC TASK ACH.			.19						.12		.10					
90	ENGAGEMENT TOTAL	.44	.44	.45	.47	.47	.48	.32	.39	.28	.29	.39	.39	.37	.42	.41	.29

HYPOTHESIS 18: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Initiation

		149 Story 8 AGGRESSION		155 Story 5 ANXIETY		139 Story 2 AUTHORITY		140 Story 10 AUTHORITY		127 Story 4 IPR		128 Story 7 IPR		112 Story 1 A - TA		120 Story 6 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
149	AGGRESSION					.16	.10		.12			.11		.13		.11	
155	ANXIETY															.13	
139	AUTHORITY	.16	.10					.11				.11	.23	.12			
140	AUTHORITY		.12			.11							.13			.16	.11
127	INTERPERSONAL RELATIONS											.11		.14			
128	INTERPERSONAL RELATIONS	.11				.11	.23		.13	.11							
112	ACADEMIC TASK ACH.	.13				.12				.14						.11	
120	NONACADEMIC TASK ACH.	.11		.13				.16	.11					.11			
91	INITIATION TOTAL	.48	.44	.30	.16	.52	.52	.46	.45	.23	.24	.43	.45	.23	.16	.45	.32

FIGURE 3

ITALY TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 19: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Implementation

		150		156		141		129		130		113		121	
		Story 8		Story 5		Story 10		Story 4		Story 7		Story 1		Story 6	
		AGGRESSION		ANXIETY		AUTHORITY		IPR		IPR		A - TA		NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
150	AGGRESSION					.11	.18	.17		.13		.11	.12		
156	ANXIETY							.10			.12	.12		.14	
141	AUTHORITY	.11	.18					.13	.19		.10				
129	INTERPERSONAL RELATIONS	.17		.10		.13	.19			.10					
130	INTERPERSONAL RELATIONS	.13			.12		.10	.10				.20			
113	ACADEMIC TASK ACH.	.11	.12	.12						.20					
121	NONACADEMIC TASK ACH.			.14											
92	IMPLEMENTATION TOTAL	.44	.46	.42	.41	.38	.51	.30	.24	.44	.39	.47	.34	.35	.36

HYPOTHESIS 20: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Persistence

		153		159		146		135		136		116		117		124	
		Story 8		Story 5		Story 10		Story 4		Story 7		Story 1		Story 1		Story 6	
		AGGRESSION		ANXIETY		AUTHORITY		IPR		IPR		A - TA		NA - TA		NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
153	AGGRESSION				.11		.14						.12				
159	ANXIETY		.11													.16	
146	AUTHORITY		.14										.14		.15		.12
135	INTERPERSONAL RELATIONS															.10	
136	INTERPERSONAL RELATIONS											.16		.13			
116	ACADEMIC TASK ACH.		.12				.14			.16				.73	.66		.11
117	ACADEMIC TASK ACH.						.15			.13		.73	.66				
124	NONACADEMIC TASK ACH.			.16			.12	.10					.11				
95	PERSISTENCE TOTAL	.39	.45	.48	.43	.27	.46	.20	.15	.36	.30	.53	.58	.40	.38	.37	.41

HYPOTHESIS 21: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Coping Effectiveness

		107		104		102		108		103		106		101		105	
		Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6	
		AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
107	AGGRESSION				.11	.18	.12	.10	.21	.13	.11	.13		.10	.13		
104	ANXIETY		.11												.11	.16	.14
102	AUTHORITY	.18	.12							.12		.17	.26				
108	AUTHORITY	.10	.21								.15				.20	.12	.11
103	INTERPERSONAL RELATIONS	.13	.11			.12			.15			.16					
106	INTERPERSONAL RELATIONS	.13				.17	.26			.16				.21			
101	ACADEMIC TASK ACH.	.10	.13		.11				.20			.21					
105	NONACADEMIC TASK ACH.			.16	.14			.12	.11								
96	COPING EFF. TOTAL	.50	.53	.40	.37	.42	.42	.42	.51	.29	.31	.49	.41	.47	.48	.37	.37

FIGURE 3
ITALY TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 22: There will be positive relationships among the measures of the same Story Completion affect dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Problem Affect

	151		157		142		143		131		132		114		122	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		A - TA	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
151 AGGRESSION				.13				.13				.14				
157 ANXIETY		.13									.15	.20				.17
142 AUTHORITY							.19						-.10			
143 AUTHORITY		.13			.19						.18	.20				
131 INTERPERSONAL RELATIONS														.13	.12	.19
132 INTERPERSONAL RELATIONS		.14	.15	.20			.18	.20						.15	.12	.13
114 ACADEMIC TASK ACH.					-.10					.13		.15				
122 NONACADEMIC TASK ACH.				.17					.12	.19	.12	.13				
93 PROBLEM AFF. TOTAL	.37	.37	.50	.54	.31	.16	.33	.46	.23	.36	.47	.53	.20	.33	.38	.40

HYPOTHESIS 23: There will be positive relationships among the measures of the same Story Completion affect dimension across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Outcome Affect

	152		158		144		145		133		134		115		123	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		I[illegible]		IPR		A - TA		NA - TA	
	10	14	10	14	10	14	10	14	10	[illegible]	10	14	10	14	10	14
152 AGGRESSION						-.10			.12							
158 ANXIETY						-.16						-.11				
144 AUTHORITY		-.10		-.16					.18	.15						
145 AUTHORITY											.12	.14			.11	
133 INTERPERSONAL RELATIONS	.12				.18	.15										
134 INTERPERSONAL RELATIONS				-.11			.12	.14					.10			
115 ACADEMIC TASK ACH.											.10				-.10	.14
123 NONACADEMIC TASK ACH.							.11						-.10	.14		
94 OUTCOME AFF. TOTAL	.35	.35	.18	.15	.38	.30	.25	.25	.38	.41	.41	.37	.25	.32	.30	.28

HYPOTHESIS 24: There will be positive relationships among the Story Completion total affect measure and the total coping style measures.

INSTRUMENTS: Story Completion
VARIABLES: Affect Measures by Coping Style Measures

	90		91		92		95		96	
	ENGAGEMENT TOTAL		INITIATION TOTAL		IMPLEMENT. TOTAL		PERSIST. TOTAL		COPING EFF. TOTAL	
	10	14	10	14	10	14	10	14	10	14
93 PROBLEM AFF.	.58	.49	.52	.44	.48	.32	.41	.24	.63	.48
94 OUTCOME AFF.	.46	.45	.41	.44	.45	.38	.30	.33	.59	.57

HYPOTHESIS 25: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Engagement by Engagement

	148		154		137		138		125		126		111		119		90	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		ENGAGEMENT	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
49 AGGRESSION	.16								-.12									
55 AUTHORITY											.11							
61 ANXIETY			.17											.13	.11			.10
67 INTERPERSONAL RELATIONS			.13									.13						
74 TASK ACHIEVEMENT														.12				
81 ENGAGEMENT TOTAL		-.10									.11				.11		.10	

FIGURE 3
ITALY TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 26: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Coping Effectiveness by Coping Effectiveness

		107		104		102		108		103		106		101		105		96	
		Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		COPING EFF	
		AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
50	AGGRESSION	.15		.13														.11	
56	AUTHORITY					.12						.13							
62	ANXIETY												.11			.14			.13
68	INTERPERSONAL RELATIONS		.10					.13					.11						.13
75	TASK ACHIEVEMENT								.11			.14			.11		.13	.13	.11
82	COPING EFF. TOTAL					.11	.11			-.10		.17	.12					.15	.16

HYPOTHESIS 27: The Story Completion affect measures will be positively related to the Sentence Completion affect measures and negatively related to the Sentence Completion negative affect measures of the same behavior area.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Story Problem Affect and Sentence Positive and Negative

		151		157		142		143		131		132		114		122		93	
		Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		PROB.AFF.	
		AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
51	NEG. AFF. AGGRESSION				-.11														-.11
57	NEG. AFF. AUTHORITY	-.10			-.12										-.11				-.12
63	NEG. AFF. ANXIETY			-.12	-.11			.11	-.11							-.12			-.11
69	NEG. AFF. IPR				-.24			.13										-.10	-.18
76	NEG. AFF. TASK ACH.														-.11				
83	NEG. AFF. TOTAL				-.21								-.11		-.11			-.10	-.19
59	POS. AFF. AUTHORITY																		
71	POS. AFF. IPR																		
78	POS. AFF. TASK ACH.					.12	-.11											.16	
100	POS. AFF. TOTAL					.15	-.10											.14	

HYPOTHESIS 28: The Story Completion affect measures will be positively related to the Sentence Completion affect measures and negatively related to the Sentence Completion negative measures of the same behavior area.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Story Outcome Affect and Sentence Positive and Negative

		152		158		144		145		133		134		115		123		94	
		Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		OUTCOME AF	
		AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
51	NEG. AFF. AGGRESSION									-.11									
57	NEG. AFF. AUTHORITY										-.13		-.11			-.12			
63	NEG. AFF. ANXIETY				.12	.14											-.11		-.11
69	NEG. AFF. IPR							-.12				-.14							-.11
76	NEG. AFF. TASK ACH.																		
83	NEG. AFF. TOTAL								-.12				-.11			-.13			-.11
59	POS. AFF. AUTHORITY	-.11	.12											.10	.15		.11		
71	POS. AFF. IPR																		
78	POS. AFF. TASK ACH.	.11									.11							.13	
100	POS. AFF. TOTAL													.10				.12	

FIGURE 3
ITALY TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 29: The Sentence and Story Completion total measures of coping style dimension will be positively related to the SAI coping measures and negatively related to the SAI defensive measures.

INSTRUMENTS: Sentence Completion and SAI
VARIABLES: Sentence Total Coping Styles by SAI Coping and Defensive Variables

		80 TOTAL STANCE		81 TOTAL ENGAGEMENT		82 TOTAL COPING	
		10	14	10	14	10	14
	SAI						
44	ACTIVE COPING	.10	.10				.13
45	PASSIVE COPING		.17		.13		.14
46	ACTIVE DEFENSE					-.17	-.16
47	PASSIVE DEFENSE					-.10	

HYPOTHESIS 30: The Sentence and Story Completion total measures of coping style dimension will be positively related to the SAI coping measures and negatively related to the SAI defensive measures.

INSTRUMENTS: Story Completion and SAI
VARIABLES: Total Coping Styles by Coping and Defensive Variables

		89 TOTAL STANCE		90 TOTAL ENGAGEMENT		91 TOTAL INITIATION		92 TOTAL IMPLEMENT.		95 TOTAL PERSIS.		96 TOTAL COPING	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14
44	ACTIVE COPING				.11		.10						
45	PASSIVE COPING	.11											
46	ACTIVE DEFENSE			-.12			-.12			-.11		-.14	-.11
47	PASSIVE DEFENSE						-.12						

HYPOTHESIS 31: The SAI coping scores will be positively related with the Story Completion total affect measures, positively related with the Sentence Completion total positive affect measure, and negatively related with the Sentence Completion total negative affect measures.
The SAI defensive scores will be negatively related with the Story Completion total affect measures, negatively related with the Sentence Completion total positive affect measure, and positively related with the Sentence Completion total negative affect measure.

INSTRUMENTS: SAI, Story and Sentence Completion
VARIABLES: SAI by Affect Scores

		93 TOT. STORY PROB. AFF.		94 TOT. STORY OUTCOME AF		100 TOT. SENT. POS. AFF.		83 TOT. SENT. NEG. AFF.	
		10	14	10	14	10	14	10	14
44	ACTIVE COPING		.14				.11		-.14
45	PASSIVE COPING								
46	ACTIVE DEFENSE						-.12	.18	.19
47	PASSIVE DEFENSE						-.10	.14	

HYPOTHESIS 32: The Occupational Values intrinsic measures will be positively related with the Sentence and Story total coping dimension measures.

INSTRUMENTS: Occupational Values, Story and Sentence Completion
VARIABLES: Intrinsic Values, Total Coping Measures

		21 OCC. VAL. ALTRUISM		22 OCC. VAL. ESTHETICS		23 OCC. VAL. INDEP.		24 OCC. VAL. MANAGEMENT		26 OCC. VAL. SELF-SATIS		27 OCC. VAL. INTEL.STIM		28 OCC. VAL. CREATIVITY		34 OCC. VAL. VARIETY		36 INTRINSIC TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
80	SENT.COMP. STANCE		.14		-.13		-.14			.11	.14				.10				
81	SENT.COMP. ENGAGEMENT																		
82	SENT.COMP. TOTAL COPING	.18	.11		-.10		-.10			.19	.10				.12				
89	STORY COMP. STANCE																		
90	STORY COMP. ENGAGEMENT														.12				
91	STORY COMP. INITIATION																		
92	STORY COMP. IMPLEMENT.														.12				
95	STORY COMP. PERSISTENCE																		
97	STORY COMP. SOCIABILITY																		.11
98	STORY COMP. ATTIT. AUTH.																		
96	STORY COMP. TOTAL COPING																		

FIGURE 3

ITALY TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 33: The Occupational Values intrinsic measures will be positively related with the SAI coping measures and negatively related with the SAI defensive measures

INSTRUMENTS: Occupational Values and SAI
VARIABLES: Intrinsic Values, Coping and Defense Measures

		21 OCC. VAL. ALTRUISM		22 OCC. VAL. ESTHETICS		23 OCC. VAL. INDEP.		24 OCC. VAL. MANAGEMENT		26 OCC. VAL. SELF-SATIS		27 OCC. VAL. INTEL.STIM		28 OCC. VAL. CREATIVITY		34 OCC. VAL. VARIETY		36 TOTAL INTRINSIC	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
44	ACTIVE COPING	.13																	
45	PASSIVE COPING	.15																	-.11
46	ACTIVE DEFENSE		-.14			.10				-.15									
47	PASSIVE DEFENSE		-.10																

HYPOTHESIS 34: The Occupational Values intrinsic measures will be positively related with the two Story total affect measures and the Sentence Total positive affect measures, and negatively related with Sentence total negative affect measures.

INSTRUMENTS: Occupational Values, Story & Sentence
VARIABLES: Intrinsic Values, Total Affect (Story) and Total Frequency Positive and Negative Affect (Sentence)

		21 OCC. VAL. ALTRUISM		22 OCC. VAL. ESTHETICS		23 OCC. VAL. INDEP.		24 OCC. VAL. MANAGEMENT		26 OCC. VAL. SELF-SATIS		27 OCC. VAL. INTEL.STIM		28 OCC. VAL. CREATIVITY		34 OCC. VAL. VARIETY		36 TOTAL INTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
93	STORY PROBLEM AFF.	.10		-.14							-.11				.12				
94	STORY OUTCOME AFF.																		
100	SENTENCE TOT. POS. AFF.		.13							.12									
83	SENTENCE TOT. NEG. AFF.	-.15								-.12					-.13				

HYPOTHESIS 35: The Occupational Values extrinsic measures will be negatively related with the Sentence and Story total coping dimension measures.

INSTRUMENTS: Occupational Values, Story and Sentence Completion
VARIABLES: Extrinsic Values by Total Coping Dimension Measures

		25 OCC. VAL. SUCCESS		29 OCC. VAL. SECURITY		30 OCC. VAL. PRESTIGE		31 OCC. VAL. ECON. RET.		32 OCC. VAL. SURROUND.		33 OCC. VAL. ASSOCIATES		35 OCC. VAL. FOL.FATHER		37 TOTAL EXTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
80	SENTENCE STANCE												-.12				
81	SENTENCE ENGAGEMENT										-.11		-.12				
82	SENTENCE TOTAL COPING					-.11							-.16		.11		
89	STORY STANCE					-.10											
90	STORY ENGAGEMENT																
91	STORY INITIATION										-.15						
92	STORY IMPLEMENT.					-.13					-.14						
95	STORY PERSISTENCE			.11		-.12											
96	STORY COPING EFF.																

HYPOTHESIS 36: The Occupational Values extrinsic measures will be negatively related with the SAI coping measures and positively related with the SAI defensive measures.

INSTRUMENTS: Occupational Values, SAI
VARIABLES: Extrinsic Values by Coping and Defensive Measures

		25 OCC. VAL. SUCCESS		29 OCC. VAL. SECURITY		30 OCC. VAL. PRESTIGE		31 OCC. VAL. ECON.RET.		32 OCC. VAL. SURROUND.		33 OCC. VAL. ASSOCIATES		35 OCC. VAL. FOL.FATHER		37 TOTAL EXTRINSIC	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
44	ACTIVE COPING							-.12									
45	PASSIVE COPING				.14			-.13				.12			.11		.13
46	ACTIVE DEFENSE		.12				.19		.11						-.13		
47	PASSIVE DEFENSE		.13												-.13		

FIGURE 3

ITALY TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 37: The Occupational Values extrinsic measures will be negatively related with the two Story total affect measures and the Sentence total positive affect measures, and positively with Sentence total negative affect measures.

INSTRUMENTS: Occupational Values, Story and Sentence Completion

VARIABLES: Extrinsic Values by Affect Measures

		25 OCC. VAL. SUCCESS		29 OCC. VAL. SECURITY		30 OCC. VAL. PRESTIGE		31 OCC. VAL. ECON. RET.		32 OCC. VAL. SURROUND.		33 OCC. VAL. ASSOCIATES		35 OCC. VAL. FOL.FATHER		37 TOTAL EXTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
93	STORY PROB. AFF.																
94	STORY OUTCOME AFF.																
100	SENTENCE POS. AFF.		-.12				-.11										
83	SENTENCE NEG. AFF.									-.10			.16		-.13		

HYPOTHESIS 38: The status level measures of occupational aspiration, occupational expectation, and educational aspiration will be positively related with the Sentence and Story total coping dimension measures.

INSTRUMENTS: Occupational Interests, Sentence and Story Completion

VARIABLES: Occupational Aspiration, Expectation, and Educational Aspiration by Total Coping Dimension

		38* OCC.INT. OCC.ASP.		39* OCC.INT. OCC.EXP.		109* OCC.INT. ED. ASP.	
		10	14	10	14	10	14
80	SENTENCE STANCE						
81	SENTENCE ENGAGEMENT						
82	SENTENCE TOTAL COPING				-.11		-.11
89	STORY STANCE						.10
90	STORY ENGAGEMENT						-.15
91	STORY INITIATION	.12				-.10	-.10
92	STORY IMPLEMENT.				-.10		
95	STORY PERSISTENCE						
96	STORY TOTAL COPING				-.11		

*Remember that these Variables are reversed. Thus, any correlations involving these Variables if positive are actually negative correlations and if negative are actually positive correlations.

HYPOTHESIS 39: The status level measures of occupational aspiration, occupational expectation, and educational aspiration will be positively related with the SAI coping measures and negatively related with the SAI defensive measures.

INSTRUMENTS: Occupational Interest, SAI

VARIABLES: Occupational Aspirations and Expectations and Educational Aspiration by coping and Defensive Measures

		38* OCC.INT. OCC.ASP.		39* OCC.INT. OCC.EXP.		109* OCC.INT. ED. ASP.	
	SAI	10	14	10	14	10	14
44	ACTIVE COPING						
45	PASSIVE COPING						
46	ACTIVE DEFENSE						.13
47	PASSIVE DEFENSE			.11		.16	.10

*Remember that these Variables are reversed. Thus, any correlations involving these Variables if positive are actually negative correlations and if negative are actually positive correlations.

HYPOTHESIS 40: The status level measures of occupational aspiration, occupational expectation, and educational aspiration will be positively related with the two Story total affect measures and the Sentence total positive affect measures, and negatively related with Sentence total negative affect measures.

INSTRUMENTS: Occupational Interests, Story and Sentence Completion

VARIABLES: Occupational Aspirations and Expectations, Educational Aspirations by Affect Measures

		38* OCC.INT. OCC.ASP.		39* OCC.INT. OCC.EXP.		109* OCC.INT. ED. ASP.	
		10	14	10	14	10	14
93	STORY PROBLEM AFF.	.13			-.11		
94	STORY OUTCOME AFF.						
100	SENTENCE POSITIVE AFF.						-.13
83	SENTENCE NEGATIVE AFF.						

*Remember that these Variables are reversed. Thus, any correlations involving these Variables if positive are actually negative correlations and if negative are actually positive correlations.

FIGURE 3
ITALY TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 41: There will be positive relationships between the aptitude variable and the achievement variables.

INSTRUMENTS: Achievement, Aptitude
VARIABLES: Achievement, Aptitude
Total Peer BRS

	1	
	APTITUDE	
	10	14
2 MATH	.37	.44
3 READING	.46	.52
4 GRADE POINT AVERAGE	.39	.40
12 TOTAL PEER BRS	.38	.21

HYPOTHESIS 42: There will be positive relationships between the intrinsic Occupational Values and the criterion measures.

INSTRUMENTS: Achievement, BRS, Occupational Values
VARIABLES: Achievement, Total Peer BRS, Intrinsic Occupational Values

	21		22		23		24		26		27		28		34		36	
	OCC. VAL. ALTRUISM		OCC. VAL. ESTHETICS		OCC. VAL. INDEP.		OCC. VAL. MANAGEMENT		OCC. VAL. SELF-SATIS		OCC. VAL. INTEL.STIM		OCC. VAL. CREATIVITY		OCC. VAL. VARIETY		INTRINSIC TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH							-.12	-.16						.12				
3 READING			-.11		.16		-.15	-.12						.14				.28
4 GRADE POINT AVERAGE			-.13						.11		.14							.34
12 TOTAL PEER BRS			-.14		.11			-.13			.11	.11					.11	

HYPOTHESIS 43: There will be negative relationships between the extrinsic Occupational Values and the criterion measures.

INSTRUMENTS: Achievement, BRS, Occupational Values
VARIABLES: Achievement, Total Peer BRS, Extrinsic Occupational Values

	25		29		30		31		32		33		35		37	
	OCC. VAL. SUCCESS		OCC. VAL. SECURITY		OCC. VAL. PRESTIGE		OCC. VAL. ECON. RET.		OCC. VAL. SURROUND.		OCC. VAL. ASSOCIATES		OCC. VAL. FOL.FATHER		EXTRINSIC TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	-.16				-.14							.12				.15
3 READING		-.14			-.11		-.12	-.13								.25
4 GRADE POINT AVERAGE	-.11				-.12		-.11									.48
12 TOTAL PEER BRS		-.14					-.14								-.11	-.10

HYPOTHESIS 44: There will be positive relationships between the status levels of occupational aspiration, occupational expectation, and educational aspiration and the criterion measures.

INSTRUMENTS: Achievement, BRS, Occupational Values
VARIABLES: Achievement, Total Peer BRS, Occupational Aspiration Expectation and Educational Aspiration

	38*		39*		109*	
	OCC.INT. OCC.ASP.		OCC.INT. OCC.EXP.		OCC.INT. ED. ASP.	
	10	14	10	14	10	14
2 MATH	-.17	-.27	-.12	-.20	-.22	-.20
3 READING	-.21	-.26	-.24	-.29	-.31	-.27
4 GRADE POINT AVERAGE	-.19	-.22	-.24	-.15	-.35	
12 TOTAL PEER BRS						

*Remember that these Variables are reversed. Thus, any correlations involving these Variables if positive are actually negative correlations and if negative are actually positive correlations.

FIGURE 3
ITALY TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 45: There will be negative relationships between the occupational interest discrepancy score and the criterion measures.

INSTRUMENTS: Achievement, Occupational Interest Discrepancies
VARIABLES: Achievement, Occupational Interest Discrepancies, Total Peer BRS

	40		41		42		43	
	OCC.INT.		OCC.INT.		OCC.INT.		OCC.INT.	
	EXP/ASP.		F.OCC.ASP.		F.ASP./ASP		M.ASP./ASP	
	10	14	10	14	10	14	10	14
2 MATH						.14		
3 READING			-.13	-.12				
4 GRADE POINT AVERAGE			-.20					
12 TOTAL PEER BRS						.18		

HYPOTHESIS 46: There will be a positive relationship between the SAI active and passive coping measures and the criterion measures.
There will be a negative relationship between the SAI active and passive defensive measures and the criterion measures.

INSTRUMENTS: Achievement, BRS, SAI
VARIABLES: Achievement, Total Peer BRS, Active & Passive Coping & Defensive Measures

	44		45		46		47	
	SAI		SAI		SAI		SAI	
	ACT. COP.		PASS.COP.		ACT. DEFEN		PASS.DEFEN	
	10	14	10	14	10	14	10	14
2 MATH			-.12			-.11	-.13	
3 READING						-.14	-.12	-.16
4 GRADE POINT AVERAGE							-.20	
12 TOTAL PEER BRS		.11				-.20	-.16	

HYPOTHESIS 47: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Achievement, BRS, Sentence Completion
VARIABLES: Achievement, Total Peer BRS, Stance

	48		54		60		66		73		80	
	STANCE		STANCE		STANCE		STANCE		STANCE		TOTAL	
	AGGRESSION		AUTHORITY		ANXIETY		IPR		TASK ACH.		STANCE	
	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH					.11		.13					
3 READING												
4 GRADE POINT AVERAGE												
12 TOTAL PEER BRS									-.10			

HYPOTHESIS 48: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Achievement, BRS, Sentence Completion
VARIABLES: Achievement, Total Peer BRS, Engagement

	49		55		61		67		74		81	
	ENGAGEMENT		ENGAGEMENT		ENGAGEMENT		ENGAGEMENT		ENGAGEMENT		ENGAGEMENT	
	AGGRESSION		AUTHORITY		ANXIETY		IPR		TASK ACH.		TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH												
3 READING								.17	-.16		-.11	
4 GRADE POINT AVERAGE				-.11					-.12			
12 TOTAL PEER BRS									-.13		-.10	

HYPOTHESIS 49: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Achievement, BRS, Sentence Completion
VARIABLES: Achievement, Total Peer BRS, Coping Effectiveness

	50		56		62		68		75		82	
	COP.EFF.		COP.EFF.		COP. EFF.		COP. EFF.		COP. EFF.		COP. EFF.	
	AGGRESSION		AUTHORITY		ANXIETY		IPR		TASK ACH.		TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH												
3 READING								.12		.10		
4 GRADE POINT AVERAGE							.11					
12 TOTAL PEER BRS										.13		

FIGURE 3
ITALY TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 50: There will be a positive relationship between the Sentence Completion attitude measures and the criterion measures.

INSTRUMENTS: Achievement, BRS, Sentence Completion
VARIABLES: Achievement, Total Peer BRS, Attitude Measures

	53		65		72		79	
	ATTITUDE		ATTITUDE		ATTITUDE		ATTITUDE	
	AUTHORITY		IPR		TASK ACH.		TOTAL	
	10	14	10	14	10	14	10	14
2 MATH		.11			.17	.12		.13
3 READING					.17			
4 GRADE POINT AVERAGE					.19			
12 TOTAL PEER BRS					.18	.15		

HYPOTHESIS 51: There will be a positive relationship between the Sentence Completion positive affect variables and the criterion measures. There will be a negative relationship between the Sentence Completion negative affect variables and the criterion measures.

INSTRUMENTS: Achievement, BRS, Sentence Completion
VARIABLES: Achievement Total Peer BRS, Attitude Measures

	59		71		78		100		51		57		69		76		83	
	POS. AFF.		POS. AFF.		POS. AFF.		POS. AFF.		NEG. AFF.		NEG. AFF.		NEG. AFF.		NEG. AFF.		NEG. AFF.	
	AUTHORITY		IPR		TASK ACH.		TOTAL		AGGRESSION		AUTHORITY		IPR		TASK ACH.		TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	-.17				.15	.11												
3 READING	-.13				.15							-.13						-.13
4 GRADE POINT AVERAGE	-.10				.12								-.11					
12 TOTAL PEER BRS	-.10				.14	.13		.11	-.10							-.10		

HYPOTHESIS 52: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Engagement

	148		154		138		125		126		111		119		90	
	Story 8		Story 5		Story 10		Story 4		Story 7		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		IPR		IPR		A - TA		NA - TA		ENGAGEMENT	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	.13														.13	
3 READING	.15									.12		.14			.12	.15
4 GRADE POINT AVERAGE	.11										.10			-.10		.10
12 TOTAL PEER BRS					.11	.13					.12					

HYPOTHESIS 53: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Initiation

	149		155		139		140		127		128		112		120		91	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		INITIATION	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	.14																.14	
3 READING	.14					.12							.11				.11	.11
4 GRADE POINT AVERAGE	.12		.10													-.10		
12 TOTAL PEER BRS								.11										

HYPOTHESIS 54: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Implementation

	150		156		141		129		1[illegible]		113		121		92	
	Story 8		Story 5		Story 10		Story 4		St[illegible] 7		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		IPR		I[illegible]		A - TA		NA - TA		IMPLEMENT.	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	.16														.12	
3 READING	.16														.12	.11
4 GRADE POINT AVERAGE	.14															
12 TOTAL PEER BRS					.10	.15								.10		.12

FIGURE 3
ITALY TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 55: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Persistence

	153 Story 8 AGGRESSION		159 Story 5 ANXIETY		146 Story 10 AUTHORITY		135 Story 4 IPR		136 Story 7 IPR		116 Story 1 A - TA		117 Story 1 A - TA		124 Story 6 NA - TA		95 TOTAL PERSISTENCE	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	.11						.10								.10			
3 READING	.19		.13									.12		.13			.15	.14
4 GRADE POINT AVERAGE	.10		.13															
12 TOTAL PEER BRS			.13															

HYPOTHESIS 56: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Coping Effectiveness

	107 Story 8 AGGRESSION		104 Story 5 ANXIETY		102 Story 2 AUTHORITY		108 Story 10 AUTHORITY		103 Story 4 IPR		106 Story 7 IPR		101 Story 1 A - TA		105 Story 6 NA - TA		96 TOTAL COP. EFF.	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	.12																.10	
3 READING	.15					.11								.14			.11	.14
4 GRADE POINT AVERAGE	.12							.13					.10					
12 TOTAL PEER BRS								.15					.11					.10

HYPOTHESIS 57: There will be a positive relationship between the criterion measures and the Story Completion affect dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Problem Affect

	151 Story 8 AGGRESSION		157 Story 5 ANXIETY		142 Story 2 AUTHORITY		143 Story 10 AUTHORITY		131 Story 4 IPR		132 Story 7 IPR		114 Story 1 A - TA		122 Story 6 NA - TA		93 TOTAL PROB. AFF.	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	.14												-.11					
3 READING	.11	.12								-.11								
4 GRADE POINT AVERAGE											-.10		-.16					
12 TOTAL PEER BRS		.12								-.18			-.13					

HYPOTHESIS 58: There will be a positive relationship between the criterion measures and the Story Completion affect dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Outcome Affect

	152 Story 8 AGGRESSION		158 Story 5 ANXIETY		144 Story 2 AUTHORITY		145 Story 10 AUTHORITY		133 Story 4 IPR		134 Story 7 IPR		115 Story 1 A - TA		123 Story 6 NA - TA		94 TOTAL OUT. AFF.	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH								.11										
3 READING												.11						.13
4 GRADE POINT AVERAGE																		
12 TOTAL PEER BRS																		

HYPOTHESIS 60: There will be a positive relationship among the Parent/Child Interaction items.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction of Sentence Completion

	84* SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86* SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
	10	14	10	14	10	14	10	14
84 SELF-IMAGE								
85 INTERACTION							.91	.89
86 MOTHER								
87 FATHER			.91	.89				

*Variables 84 and 86 could not be interpreted in Italy since one stem common to both Scales 84 and 86 was rather severely mistranslated into Italian. Thus, it did not have the same meaning nor the same pattern of responses. Thus, no correlations involving either of these variables is legitimate.

FIGURE 3
ITALY TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 61: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion Instrument, and a negative relationship with the Authority Negative Affect measure.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction items by Authority Attitude, Coping Style, Coping Effectiveness, & Positive and Negative Affect measures.

		84*		85		86 *		87	
		SENT.COMP. SELF-IMAGE		SENT.COMP. INT.ACTION		SENT.COMP. MOTHER		SENT.COMP. FATHER	
		10	14	10	14	10	14	10	14
53	AUTHORITY ATTITUDE								
54	AUTHORITY STANCE								
55	AUTHORITY ENGAGEMENT								
56	AUTHORITY COPING EFF.								
59	AUTHORITY POS. AFFECT								
57	AUTHORITY NEG. AFFECT								.10

*Variables 84 and 86 could not be interpreted in Italy since one stem common to both Scales 84 and 86 was rather severely mistranslated into Italian. Thus, it did not have the same meaning nor the same pattern of responses. Thus, no correlations involving either of these variables is legitimate.

HYPOTHESIS 62: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion Instrument and a negative relationship with the Total Negative Affect measure.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction items by Total Attitude, Coping Style, Coping Effectiveness, Positive Affect & Negative Affect measures.

		84*		85		86*		87	
		SENT.COMP. SELF-IMAGE		SENT.COMP. INT.ACTION		SENT.COMP. MOTHER		SENT.COMP. FATHER	
		10	14	10	14	10	14	10	14
79	TOTAL ATTITUDE								
80	TOTAL STANCE							-.12	
81	TOTAL ENGAGEMENT								
82	TOTAL COPING EFF.							-.10	
100	TOTAL POS. AFFECT								
83	TOTAL NEG. AFFECT								.11

*Variables 84 and 86 could not be interpreted in Italy since one stem common to both Scales 84 and 86 was rather severely mistranslated into Italian. Thus, it did not have the same meaning nor the same pattern of responses. Thus, no correlations involving either of these variables is legitimate.

HYPOTHESIS 63: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and the Story Completion Coping Effectiveness scores for the two Authority stories.

INSTRUMENTS: Sentence Completion and Story Completion
VARIABLES: Parent/Child Interaction items of Sentence Completion by Story Completion Coping Effectiveness for Story 2 and Story 10

		84*		85		86*		87	
		SENT.COMP. SELF-IMAGE		SENT.COMP. INT.ACTION		SENT.COMP. MOTHER		SENT.COMP. FATHER	
		10	14	10	14	10	14	10	14
102	STORY 2 COPING EFF.								
108	STORY 10 COPING EFF.								-.10

*Variables 84 and 86 could not be interpreted in Italy since one stem common to both Scales 84 and 86 was rather severely mistranslated into Italian. Thus, it did not have the same meaning nor the same pattern of responses. Thus, no correlations involving either of these variables is legitimate.

HYPOTHESIS 64: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and the Attitude Toward Authority measures of the Story Completion.

INSTRUMENTS: Sentence Completion and Story Completion
VARIABLES: Parent/Child Interaction items of Sentence Completion by Total Attitude Toward Authority of Story Completion

		84*		85		86*		87	
		SENT.COMP. SELF-IMAGE		SENT.COMP. INT.ACTION		SENT.COMP. MOTHER		SENT.COMP. FATHER	
		10	14	10	14	10	14	10	14
98	TOTAL ATTITUDE TOWARD AUTH.								

*Variables 84 and 86 could not be interpreted in Italy since one stem common to both Scales 84 and 86 was rather severely mistranslated into Italian. Thus, it did not have the same meaning nor the same pattern of responses. Thus, no correlations involving either of these variables is legitimate.

FIGURE 3

ITALY TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 65: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Coping Style, Coping Effectiveness, and Affect Scale scores of the Story Completion Instrument.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction items of Sentence Completion by Total Coping style, Coping Effectiveness and Affect Scale scores of Story Completion

		84*		85		86*		87	
		SENT.COMP. SELF-IMAGE		SENT.COMP. INT.ACTION		SENT.COMP. MOTHER		SENT.COMP. FATHER	
		10	14	10	14	10	14	10	14
89	TOTAL STANCE				.11				
90	TOTAL ENGAGEMENT								
91	TOTAL INITIATION								
92	TOTAL IMPLEMENTATION								-.12
93	TOTAL AFFECT TONE 1st								
94	TOTAL AFFECT TONE 2nd								
95	TOTAL PERSISTENCE								
96	TOTAL COPING EFF.								-.10

*Variables 84 and 86 could not be interpreted in Italy since one stem common to both Scales 84 and 86 was rather severly mistranslated into Italian. Thus, it did not have the same meaning nor the same pattern of responses. Thus, no correlations involving either of these variables is legitimate.

HYPOTHESIS 66: There will be a positive relationship between the Parent/Child Interaction items from the Sentence Completion and the Active and Passive Coping scores from the Social Attitudes Inventory and a negative relationship with the Active and Passive Defensive scores.

INSTRUMENTS: Sentence Completion and Social Attitudes Inventory

VARIABLES: Parent/Child Interaction items from Sentence Completion, Active and Passive Coping and Active and Passive Defensive scores of SAI

		84*		85		86*		87	
		SENT.COMP. SELF-IMAGE		SENT.COMP. INT.ACTION		SENT.COMP. MOTHER		SENT.COMP. FATHER	
	SAI	10	14	10	14	10	14	10	14
44	TOTAL COPING ACTIVE								
45	TOTAL COPING PASSIVE								
46	TOTAL ACTIVE DEFENS.								
47	TOTAL PASSIVE DEFENS.								

*Variables 84 and 86 could not be interpreted in Italy since one stem common to both Scales 84 and 86 was rather severly mistranslated into Italian. Thus, it did not have the same meaning nor the same pattern of responses. Thus, no Correlations involving either of these variables is legitimate.

HYPOTHESIS 67: There will be a positive relationship between the Father/Child Interaction item from the Sentence Completion and the Occupational Value: "Follow Father."

INSTRUMENTS: Sentence Completion and Occupational Values

VARIABLES: Father/Child Interaction item from Sentence Completion, Occupational Value: "Follow Father"

		87	
		SENT.COMP. FATHER	
		10	14
35	OCC. VALUE "FOLLOW FATHER"		

FIGURE 3

ITALY TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 68: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Intrinsic Occupational Values.

INSTRUMENTS: Sentence Completion and Occupational Values

VARIABLES: Parent/Child Interaction items of Sentence Completion by Intrinsic Occupational Values

		84*		85		86*		87	
		SENT.COMP. SELF-IMAGE		SENT.COMP. INT.ACTION		SENT.COMP. MOTHER		SENT.COMP. FATHER	
	OCC. VALUES	10	14	10	14	10	14	10	14
21	ALTRUISM								
22	ESTHETICS								
23	INDEPENDENCE								
24	MANAGEMENT				.10				
26	SELF-SATISFACTION								
27	INTELLECTUAL STIMULATION			-.15	.12			-.15	
28	CREATIVITY								
34	VARIETY								
36	TOTAL INTRINSIC			-.12				-.14	

*Variables 84 and 86 could not be interpreted in Italy since one stem common to both Scales 84 and 86 was rather severly mistranslated into Italian. Thus, it did not have the same meaning nor the same pattern of responses. Thus, no correlations involving either of these variables is legitimate.

HYPOTHESIS 69: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Extrinsic Occupational Values.

INSTRUMENTS: Sentence Completion and Occupational Values

VARIABLES: Parent/Child Interaction items of Sentence Completion by Extrinsic Occupational Values

		84*		85		86*		87	
		SENT.COMP. SELF-IMAGE		SENT.COMP. INT.ACTION		SENT.COMP. MOTHER		SENT.COMP. FATHER	
	OCC.VALUES	10	14	10	14	10	14	10	14
25	SUCCESS								
29	SECURITY								
30	PRESTIGE								.11
31	ECONOMIC RETURNS			.14				.15	
32	SURROUNDINGS								
33	ASSOCIATES								
35	FOLLOW FATHER								
37	TOTAL EXTRINSIC			.12				.14	

*Variables 84 and 86 could not be interpreted in Italy since one stem common to both Scales 84 and 86 was rather severly mistranslated into Italian. Thus, it did not have the same meaning nor the same pattern of responses. Thus, no correlations involving either of these variables is legitimate.

HYPOTHESIS 70: There will be a negative relationship between the Father/Child Interaction item and the Discrepancy scores for: (a) Father's Occupation/Child's Aspiration and (b) Father's Aspiration for Child-Child's Aspiration. There will be a negative relationship between the Mother/Child Interaction item and the discrepancy score for Mother's Aspiration for Child-Child's Aspiration.

INSTRUMENTS: Sentence Completion and Occupational Interest Inventory

VARIABLES: Sentence Completion by Occupational Interest Inventory

		87		86*	
		SENT.COMP. FATHER		SENT.COMP. MOTHER	
	OCCUPATIONAL INTEREST	10	14	10	14
41	FATHER OCC./ ASPIRATION				
42	FATHER ASP./ ASPIRATION				
43	MOTHER ASP./ ASPIRATION				

*Variables 84 and 86 could not be interpreted in Italy since one stem common to both Scales 84 and 86 was rather severly mistranslated into Italian. Thus, it did not have the same meaning nor the same pattern of responses. Thus, no correlations involving either of these variables is legitimate.

FIGURE 3

ITALY TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 71: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion Instrument and the Aptitude and Achievement measures.

INSTRUMENTS: Sentence Completion and Aptitude and Achievement

VARIABLES: Parent/Child Interaction items by Aptitude and Achievement measures

		84*		85		86*		87	
		SENT.COMP. SELF-IMAGE		SENT.COMP. INT.ACTION		SENT.COMP. MOTHER		SENT.COMP. FATHER	
		10	14	10	14	10	14	10	14
1	APTITUDE								
2	MATH								
3	READING								
4	GRADE POINT AVERAGE							-.13	

*Variables 84 and 86 could not be interpreted in Italy since one stem common to both Scales 84 and 86 was rather severely mistranslated into Italian. Thus, it did not have the same meaning nor the same pattern of responses. Thus, no correlations involving either of these variables is legitimate.

HYPOTHESIS 72: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and both the Peer BRS Authority item and the Peer BRS Summary Score.

INSTRUMENTS: Sentence Completion and BRS

VARIABLES: Parent/Child Interaction items of Sentence Completion by Peer BRS Authority and Peer BRS Summary score

		84*		85		86*		87	
		SENT.COMP. SELF-IMAGE		SENT.COMP. INT.ACTION		SENT.COMP. MOTHER		SENT.COMP. FATHER	
		10	14	10	14	10	14	10	14
7	BRS PEER AUTHORITY								
12	BRS PEER SUMMARY SCORE								

*Variables 84 and 86 could not be interpreted in Italy since one stem common to both Scales 84 and 86 was rather severely mistranslated into Italian. Thus, it did not have the same meaning nor the same pattern of responses. Thus, no correlations involving either of these variables is legitimate.

HYPOTHESIS 73: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and both the Self-Rating Authority score and the Summary Score.

INSTRUMENTS: Sentence Completion and BRS

VARIABLES: Parent/Child Interaction items of Sentence Completion by Self-Rating Authority and Summary Scores

		84*		85		86*		87	
		SENT.COMP. SELF-IMAGE		SENT.COMP. INT.ACTION		SENT.COMP. MOTHER		SENT.COMP. FATHER	
		10	14	10	14	10	14	10	14
15	BRS SELF-RATING AUTH.				.10				
20	SELF BRS SUMMARY SCORE								

*Variables 84 and 86 could not be interpreted in Italy since one stem common to both Scales 84 and 86 was rather severely mistranslated into Italian. Thus, it did not have the same meaning nor the same pattern of responses. Thus, no correlations involving either of these variables is legitimate.

ANOVA OF MEANS: SUBGROUP DESCRIPTIONS

Slovenia, where this investigation was carried out, is one of six republics, and one of the five nations in Yugoslavia, each with its own language. In Yugoslavia the population is not classified according to social classes. The existing socioeconomic differentiation is based on a man's job. An occupation requiring a greater amount of education and knowledge is, as a rule, better rewarded. The differences in income between individuals and families do not affect segregation according to residential areas and apartments.

The classification that is used in the present study was made on the basis of a division of Slovenian children from Ljubljana into two socioeconomic groups, according to the education and occupation of the child's father. We have used the same criteria as in other countries. These two groups are termed the "lower socioeconomic group" and the"higher socioeconomic group." The higher socioeconomic group is comparable with American middle-class families, and for this reason the above quoted terms are referred to in the text as lower status or working-class children and higher status, respectively. The children attended the same schools and were together in the same classes irrespective of the socioeconomic status of their parents.

LJUBLJANA TEN-YEAR-OLD UPPER-LOWER CLASS MALES

Aptitude and Achievement

This group of boys was lowest in intellectual aptitude score on the Raven test, although the group differences did not quite reach the .05 level of significance. These boys were lowest of all groups on the Mathematics Achievement test. They were also lowest of the eight groups in their Grade Point Average which covers native language, mathematics, social and scientific subjects. Aptitude and all achievement measures were standardized separately within ten-year-old and fourteen-year-old groups. Overall, their achievement in academic subjects was relatively poor by comparison with all other groups.

Peer Behavior Rating Scales

In Academic and Nonacademic Task Achievement their classmates ranked them lowest of all groups on Behavior Rating Scales. These boys also received the lowest rating in getting along with teachers and in getting along with other children. Their classmates rated them as lowest on coping with aggressive agemates. Furthermore, their summary scores, which are the sums of the scores on the first four items, revealed that their classmates put them lowest of the eight groups. In general, their classmates had quite a poor opinion about their achievements and their relationship with adults and children around them.

Self-Behavior Rating Scales

The children in our sample were not told really clearly and uniformly that they could rate themselves. Sometimes, if one or more children asked if they could rate themselves, the test administrators told them that they could do so, but some test administrators told them not to do so. Consequently, there was an unknown amount of variation in administration procedure, so that the findings in Self-Ratings on Behavior Rating Scales must be treated as tentative, of course.

Scores reveal that these boys rated themselves lowest of all the groups in Nonacademic Task Achievement. Further evidence that they portrayed a rather negative self-concept is to be found in their ranking on the Self-Summary score. The average of the first four Self-Behavior Rating Scores indicates that these boys had the lowest overall self-rating, along with the girls of their same age and socioeconomic level. It appears that ten-year-old lower status boys possessed a self-concept which was almost consistent with the opinion their classmates held of them.

Occupational Values

In the Occupational Values instrument, these boys stood highest of the eight groups in valuing the chance to become famous in their future careers. They stood lowest of all groups in wanting to be successful in their jobs, to have nice surroundings and friendly associates. They ranked next to highest in wanting to make a lot of money and in wishing to follow their fathers' careers. They stood next to lowest in seeking self-satisfaction through doing a good job. These boys stood highest of all groups on their Total Extrinsic Values score. In addition, they frequently selected items concerning altruistic interest in helping people and creative work, although they did not differ significantly from other groups.

When the ranks of the values within the group were looked at, it was seen that these boys showed the greatest interest in creative work, closely followed by work of an altruistic type and then work which has prestige attached to it. They were least interested in jobs where they would be managers, jobs like those of artist or musician, or jobs where they would be independent.

Occupational Interest Inventory

The objective status level of the jobs these boys hoped to achieve was the lowest of all eight groups, and the objective status level of the jobs they expected to achieve was also at the lower extreme, or third lowest. The discrepancy between their aspirations and their expectations was not significantly different than this discrepancy in the other groups; they were significantly high, or fourth highest, on the measure of discrepancy between their career aspirations and their father's occupational status. Thus, these boys wanted to have considerably higher status jobs than their fathers had. It is interesting to note that there were no differences among any of the eight groups on the measures of discrepancy between career aspirations of these boys and on the aspirations they believed their fathers and mothers held for them.

Educational Aspiration

These ten-year-old upper-lower class boys were third lowest on this variable and the lowest of the ten-year-old groups. But, in general, they did not have low educational aspirations.

Social Attitudes Inventory

The Social Attitudes items did not distinguish the groups very often. This group of boys did not stand significantly either high or low among the sample groups on this instrument.

Sentence Completion

On the whole the Aggression item did not differentiate the groups very well. However, these boys showed the highest amount of Negative Affect in reacting to this item. In addition, they received the lowest Coping Effectiveness and Frequency of Neutral Affect scores of all eight groups.

Of the Authority scales, only the Engagement dimension differentiated the groups to any great extent. These boys obtained to a significant degree the highest score for Stance, being above the theoretical mean. They were not significantly high or low among the groups on any other of the scaled authority dimensions.

The Anxiety items did not distinguish the groups very often. These boys did not stand significantly high or low on the scaled dimensions in question, but were above the theoretical mean for both Stance and Engagement.

Turning to the Interpersonal Relations items, we find that these boys showed the lowest scores on Stance and Engagement and the second lowest score on Coping Effectiveness, being significantly different from both fourteen-year-old upper-lower and upper-middle boys here. Thus, they revealed, on average, a relatively poor capacity to cope with interpersonal relations problems in an effective way.

The Task Achievement items on Sentence Completion evoked very few significant differences for any group. These boys had scores above the theoretical mean for Stance, Engagement, and Coping Effectiveness. These boys showed the second highest incidence of Negative Affect in relating to these items. Their score on Neutral Affect, though not significantly different from that obtained by other groups was three times their Negative Affect score.

The Reality/Fantasy Achievement Discrepancy score did not significantly differentiate these boys from other middle-ranked groups. However, their mean score of -2.39 indicated that their Fantasy Achievement level was greater than their actual achievement level.

Finally, these boys received the second lowest scores on Total Engagement and Total Coping Effectiveness across all areas of behavior, significantly less than fourteen-year-old boys of the same social class. Overall, the results of Sentence Completion items revealed that these boys showed a relatively poor capacity to cope effectively with different kinds of problems and to handle situations in an emotionally neutral way. Though it must be remembered that in absolute terms their score for Neutral Affect was nearly twice their score for Negative Affect. The Sentence Completion instrument seemed to reveal rather accurately the pattern which emerged from the other data.

There were few significant differences between any of the groups on any of the Parent/Child Interaction items, and this group did not significantly deviate from other middle-ranked groups.

Story Completion

These boys were above the Mean Coping Effectiveness score on four of the stories and below it on four. They ranked sixth overall and were well above the mean for this total coping measure.

They ranked first on only one story - that dealing with Anxiety - where they scored significantly higher than ten-year-old girls of the same class. In none of the other stories were their scores significantly different from those of other groups. However, they did rank in the lower halves of the distributions being eighth for both Aggression and Academic Task Achievement. They ranked seventh on the Authority story and sixth on the Interpersonal Relations story (Story Seven) which had some elements of Aggression in the stem.

They ranked first on Sociability, scoring significantly higher than fourteen-year-old upper-middle girls, but ranked only sixth in their Attitude towards Authority, though their results here were not significantly different from any other group. They ranked second lowest on Persistence; and, although their scores on the overall dimensions were not significantly different from those of other groups, they were all at the lower end of the distribution, eighth for Implementation and Stance, seventh for Engagement, and sixth for Initiation.

Interpretive Comments

Of all the eight groups, this group of boys received the lowest score in their Grade Point Average, which covers all important school subjects. This was also to be seen on the test of Mathematics Achievement where their results were the lowest. Their poor achievement in school was likewise evident in all other instruments. This achievement was so obviously poor that their classmates also rated them poorly motivated in Academic and Nonacademic Task Achievement. In self-rating these boys admitted that they were less effective by comparison with other boys in this respect.

Hence, there is a strong consistency between the way their peers viewed them on the Behavior Rating Scales and the way they portrayed themselves on the same scales. This seems to indicate that they had a realistic perception of their school achievement and position in school. The reason for this is to be explained by the fact that the children were usually together in the same class during primary school and that they were taught according to a uniform curriculum and with certain demands irrespective of their socioeconomic status and intelligence. This was what made it possible for them to appraise their academic performance and their school behavior more accurately.

On the Sentence Completion, the above evidence was further confirmed by the fact that they portrayed a basically negative picture in coping with school work. Their projections showed negative emotionality towards academic pursuits. This is clearly understandable since by comparison with children living in more favorable conditions these boys often failed to achieve satisfactory results.

Their classmates' opinion was that these boys got along poorly with their teachers and other adults. Likewise it is to be noted that they got along poorly with their agemates. In coping with interpersonal relationship problems, they usually acted in a belligerent way. On Sentence Completion their projective picture showed that these children frequently dealt inadequately with the problems originating in interpersonal matters. Because this way of coping with interpersonal relations is socially hardly acceptable, their agemates did not seem to like them very much. It would appear that these boys were aware that such a way of dealing with interpersonal problems was not adequate, but this corrective feedback probably did not help them to improve their ability to cope with this kind of problem. It might be assumed that the origin of the behavior described lies in actual school conditions. Their academic achievement was poorer and accordingly they received less approval from teachers and parents. In view of the continuous competition among children in school, they quite often failed in their efforts as they could not compare favorably with their more successful peers. On account of this they gradually developed a negative attitude toward school activities, partly toward teachers and parents and also toward peers and people generally.

On the choices they made in the Occupational Values questionnaire they seemed to be somewhat unrealistic. They wanted to be famous, make a lot of money, and to be creative. These choices would seem to be the result of compensation since the boys were, in material respects somewhat handicapped by comparison with peers living in well-off families. Their occupational aspirations were not wholly in accord with their academic achievement and position in school Most of them tended to choose jobs which require a longer and more demanding education. On the whole, they wanted to have jobs better than the ones held by their fathers.

The results indicate that of all the groups these boys lived in the poorest social conditions. These boys were the lowest in aptitude and school achievement. At the same time, the school curriculum made on them the same demands as it made on other more able children who live in better domestic conditions. Very often the parents could not properly help them in school work because they were rather occupied with material problems; while some of them, because of their own deficient education, couldn't give them adequate help even if they wanted to. The curriculum and teaching were uniform for all children and consequently under such conditions it was difficult for these boys to compete with their peers in school work. This created in them personal dissatisfaction and tension which was likely to be reflected in a negative attitude toward school, teachers, and themselves, as their self-estimates were relatively lower. It would appear that our schools pay too little attention both to school work and to the formation of character. The school and society at large ought to give these children more help and ought to seek out more adequate solutions for their difficulties. If they should retain this negative self-concept as reflected in unrest and a negative attitude toward their environment, we may well expect that some of them may later cause serious problems to society through their nonconstructive behavior.

LJUBLJANA TEN-YEAR-OLD UPPER-LOWER CLASS FEMALES

Aptitude and Achievement

Let us note again that there were no significant differences between the eight groups in their intellectual aptitude score on Raven. These girls were lowest of all groups on the Reading Achievement test. They were below average, or third lowest of the eight groups, in their school Grade Point Average.

Peer Behavior Rating Scales

In Task Achievement, their classmates ranked them third lowest of the eight groups. On the whole, they fell rather below average, or in the middle of the groups, as regards other dimensions of Behavior Rating Scales.

Self-Behavior Rating Scales

These girls rated themselves lowest of all groups on getting along with other children and also on coping with aggressive agemates. Further evidence that they portrayed a rather negative self-concept is to be found in their self-rating on the BRS Summary score. The average of the first four Self-BRS scores revealed that these girls had the lowest overall self-rating along with the boys of the same age and socioeconomic status.

Occupational Values

Results on the Occupational Values instrument revealed that these girls stood highest of the eight groups in valuing work in which they could lead other people and in wanting to make a lot of money. They stood lowest of all groups in seeking self-satisfaction through doing a good job. These girls ranked second highest in the desire to become a musician or an artist. They ranked second lowest on demanding variety of their work. They stood next to lowest in seeking independence in work and in wanting to have a nice place to work. In general, they frequently chose work in which they could be famous, help other people, and be creative, although they did not significantly differ from the other groups.

These girls chose the same three top values as the ten-year-old boys of the same class though they placed them in a slightly different order - Altruism, Prestige, and then Creativity. Like the boys also they ranked Independence and Management among their least preferred values; but, whereas the boys included Esthetics in their last three, the girls included a job like that of their father.

Occupational Interest Inventory

The objective status level of the jobs these girls expected to achieve was second lowest of all eight groups. On the measure of discrepancy between their career aspirations and their father's occupational status, these girls ranked second highest. That is, their career aspirations were higher than their fathers' job levels. The other discrepancies on this measurement were not significant.

Educational Aspiration

Their stated educational aspirations were not at the lower extreme; they fell, on the average, in the middle of the groups on this variable. Their educational aspirations showed that most of them wished to continue their schooling later on in secondary schools.

Social Attitudes Inventory

These ten-year-old girls ranked last as passive copers in dealing with various kinds of problems. Furthermore, they stood second highest on the total score for Passive Defensive Coping. That is, they portrayed themselves as children who very often react to different difficulties with retreating behavior.

Sentence Completion

We have said that the Aggression and Authority items did not very often differentiate the groups. However, these girls showed the highest score, the most positive attitude as regards relations with teachers, adults, and other authority figures in general, though this difference was not significant. Their Stance score for Authority was well above the theoretical mean, and their Coping Effectiveness score, the highest for the groups, was close to the theoretical mean.

In reacting to Anxiety items in the Sentence Completion, these girls obtained the second lowest score on Stance and the third lowest score on Engagement, though again, these differences were not significant. In spite of the low rankings their scores for Stance and Engagement were above the theoretical mean.

In the area of Interpersonal Relations these girls achieved the second lowest Stance score of all the groups, though as in the Anxiety area, it was still above the theoretical mean. Though nonsignificant they also achieved the highest Attitude score.

When faced with Task Achievement items these girls ranked third on Negative Affect and sixth on Neutral Affect. Thus it could be said that relative to other groups they showed more Negative Affect. However, in absolute terms the scores must be interpreted somewhat differently, as they obtained .72 on Negative Affect but 2.11 on Neutral Affect. Their scores for Stance, Engagement, and Coping Effectiveness were all above the theoretical mean.

These girls did not differ significantly from other middle-ranked groups in their Reality/Fantasy Achievement Discrepancy score. In fact they greatly resembled their male agemates of the same socioeconomic background. For their mean score indicated approximately the same degree of overestimation of their achievement level according to their Sentence Completion reports.

Finally, on the scores summed across all areas of behavior these girls showed the second highest incidence of Negative Affect. However, they had the highest Attitude scores of all groups tested. On the whole, they projected a picture in which they were generally less effective in dealing with different problems in life and betrayed a relatively greater amount of negative affect than other groups.

However, this Negative Affect score was still only half as much as the score for Neutral Affect.

On the Parent/Child Interaction items these girls received the lowest scores on Self-Image and Interaction with the Mother.

Story Completion

Like ten-year-old boys of the same social class these girls scored above the mean on four stories and below it on four. Although their Total Coping Effectiveness score was above the theoretical mean, they scored significantly lower than other groups and they also ranked significantly lowest on three of the individual stories - that dealing with the mother as the Authority figure, that dealing with Anxiety, and the Interpersonal Relations story with some element of Aggression in the stem (Story Seven).

Their position on the Anxiety story presents an interesting contrast in that they ranked eighth and were significantly different from ten-year-old boys of the same class who ranked first.

Overall, their scores ranked significantly lowest on Engagement, Initiation, and Implementation. They also ranked significantly lowest on Affect Associated With the Problem and on Persistence.

One surprising feature was their position on overall Stance where they ranked first although their score was not significantly different to any other group on this dimension.

Interpretive Comments

By comparison with other groups, these girls achieved rather poor results in their school work. On the Reading Achievement test they were the lowest, just as in their Grade Point Average, which is the criterion for moving on to a higher school class, they achieved poor results. Their peers judged their motivation in school work rather weak. Partly in the self-rating, but especially in the Sentence Completion technique, they portrayed themselves as very ineffective in coping with school work problems. Their projections would lead us to believe that many girls are emotionally negatively disposed toward work in school. It would appear that they had a realistic perception of their actual position in school, but this upset them, since they would have liked to make better progress.

Their classmates thought that these girls got along more or less well with their teachers and adults in general. This was also somewhat substantiated by their projection on Sentence Completion, as their Stance toward authority figures was the highest. This leads to the conclusion that in school they were primarily upset by their poorer academic achievement which, however, did not negatively color their behavior toward teachers and peers. This is important because the positive attitude toward teachers helped them overcome school difficulties.

They got along relatively well with their agemates. This was evident from the Behavior Rating Scales. In Self-Rating they portrayed themselves as getting along slightly less well with their classmates and as not always being capable of coping with aggressive peers. It seems very likely that they may perhaps have been slightly too critical in the appraisal of their own school achievement and interpersonal relations. In overcoming various kinds of difficulties they did not seem to be sufficiently active; their behavior showed a preponderance of the mechanism of passive-defensive coping which hindered them in dealing effectively with problems.

The choices they made on the Occupational Values questionnaire were accounted for by their tendency towards a better achievement and partly also by compensation. In the material aspect as well as in their aspirations, they were somewhat deprived by comparison with children who have more favorable conditions for development. This can be inferred from the fact that, above all, they wanted work in which they could make a lot of money, lead other people, and pursue artistic activities. Similar tendencies appeared in their occupational and school aspirations. In general, they would have liked to hold jobs which carried higher social prestige than the ones held by their fathers. Their aspirations, however, were not consistent with their actual performance in school and this they were aware of, since their occupational expectations were somewhat more moderate. It would appear that their poorer academic showing made them choose jobs more realistically.

It seems that the basic conflict of these girls was in that they strongly desired to have a higher social status than many of them will in fact attain. Their performance in school was poorer, and in the higher grades of primary school where the curriculum demands are uniform, many of them will have difficulties in mastering the curriculum. On Sentence and Story Completion their projections showed a less effective picture of the ways in which they went about solving different kinds of problems and a tendency toward more negative affect. They exhibited a lack of initiation and engagement. Furthermore, they seemed to be insufficiently persistent and generally less effective in overcoming their difficulties and finding adequate solutions to them. (In light of this, their high Stance score is surprising.) This may be a reason why they were emotionally affected, although this did not influence their coping with the human world around them. This seems to indicate that girls are emotionally more adjustable than boys of the same age and same socioeconomic level.

This group was also in a rather difficult position. The school, and society at large, ought to pay more attention to these girls and give them more help in school. This alone would later on enable the more successful girls to continue their schooling at secondary schools and universities. A more adequate treatment of these girls at school and home might at least to some extent resolve their tensions and this would exert a positive influence on their self-concept and also improve their academic achievement.

LJUBLJANA TEN-YEAR-OLD UPPER-MIDDLE CLASS MALES

Aptitude and Achievement

These boys were the highest in their intellectual aptitude score on Raven, although the group differences did not quite reach the .05 level of significance. They were the highest of the groups on the age-standardized tests of Mathematics and Reading Achievement. They were also the highest in their Grade Point Average. On the whole, these boys were the most successful of all the groups in their schoolwork as reflected by achievement tests and by Grade Point Average.

Peer Behavior Rating Scales

On the Behavior Rating Scales their classmates ranked them above average on most of these items. In Academic and Nonacademic Task Achievement, their classmates put them second highest of the eight samples. Their classmates ranked them third highest on getting along with teachers and second highest in getting along with other children. These boys were also described as the highest in ability at coping with agemates who acted aggressively towards them. Their Summary Score which is the sum of the first four items, put them next to highest of the eight groups. In sum, their classmates had a quite good opinion of their task achievement behavior and of the quality of their relationships with adults and agemates.

Self-Behavior Rating Scales

In sharp contrast to their positive reputation with their classmates, these boys rated themselves lowest of all the groups on getting along with teachers and next to lowest on getting along with other children. In summary, it seems that these ten-year-old higher status boys rated themselves extremely critically; that is, more negatively than their peers rated them.

Occupational Values

These boys were highest of the eight groups in valuing work in which they could learn about many interesting things, in valuing the chance to be creative in their future careers, and in wanting to follow their fathers' careers. They ranked lowest in valuing work in which they could enjoy independence and also lowest on their Total Intrinsic Values Score. They ranked next to lowest in valuing the chance to become an artist, to be successful in their future careers, to make a lot of money, and finally in wanting to have a nice place to work. In addition, they frequently chose work in which they could become famous, and they displayed altruistic interest, although they did not significantly differ from other groups.

Like other ten-year-old groups these boys included Creativity and Altruism among their first three choices, but they placed Intellectual Stimulation third rather than Prestige which was chosen by both upper-lower groups. Their last three values were the same as the ten-year-old upper-lower males though in a different order, Esthetics coming thirteenth, Independence fourteenth, and finally Management.

Occupational Interest Inventory

These boys fell in the middle of the groups on their stated career aspirations. Their stated career expectations, however, were at the upper extreme; that is, they were second highest on this variable. They were the lowest on the measure of discrepancy between their career aspirations and the objective status level of their fathers' jobs. But in fact, there was no difference between the career aspirations of these boys and their fathers' occupational status levels. Other discrepancies, as we mentioned earlier, did not differentiate among the eight groups.

Educational Aspiration

These boys were, on the average, the highest of all eight groups in their stated educational aspirations. Their aspirations were consistent with the status level of the jobs these boys expected to achieve in future.

Social Attitudes Inventory

These boys stood out distinctly on the Total Score for Passive Coping. Their self-descriptions on these items put them at the top as passive copers in dealing with different kinds of problems. It appears that their self-report on coping was almost directly contradictory to the way their classmates described them and somewhat consistent with their self-rating by the BRS instrument.

Sentence Completion

In reacting to the Aggression and Anxiety items in the Sentence Completion this group of ten-year-old upper-middle males was neither significantly high nor low among the groups on average. However, in responding to the Aggression items, they received the sixth rank for both Engagement and Frequency of Neutral Affect. On the Anxiety items they were above the theoretical mean for both Stance and Engagement.

The Interpersonal Relations items evoked rather poor responses from these boys in some respects. On the coping stems they were second lowest on Engagement, significantly lower than fourteen-year-old upper-lower class females and fourteen-year-old upper-middle class males. They were third lowest on coping ability, being significantly different from the same two groups mentioned above. They were third lowest in the capacity to deal with interpersonal relations problems in an emotionally neutral way though this difference was nonsignificant. In spite of their low ranking their score on this scale was 2.15 out of a possible 3.00.

Turning now to Task Achievement items these boys earned the lowest scores on Stance, Engagement, and Coping Effectiveness though these differences were nonsignificant. However, their scores were above the theoretical mean for all three dimensions. They showed the highest Frequency of Negative Affect about achievement. They were lowest about handling this kind of problem in an emotionally neutral way. However, in spite of their relative standing among the groups on the Affect dimensions their score for Negative Affect was only .75, while that for Neutral Affect was 2.02. These boys obtained the highest score of all groups on Attitude toward Task Achievement.

These results are interesting in light of the fact that this group had the highest absolute Reality/Fantasy Achievement Discrepancy score. This was a significant and "positive" discrepancy score which indicated that these boys greatly underestimated their actual achievement level when giving self-reports or fantasy achievement levels. While these data tended to invalidate their Sentence Completion results (with respect to Task Achievement) they did reveal something about either their own aspiration level or their inability to evaluate their own performance comparatively.

On the summed scores across all areas of behavior these boys received the lowest scores on Engagement and Coping Effectiveness. Furthermore, they showed the highest incidence of overall negative feelings and the lowest score on Frequency of Neutral Affect. Taking absolute values, however, the score on Neutral Affect was much higher than the score for Negative Affect. In addition, on the Reality/Fantasy Achievement Discrepancy, they ranked highest of the eight groups. That is, they were far more effective in their actual performance as measured by the Reading Achievement test than they portrayed themselves on the Task Achievement items of the Sentence Completion. In summary, it appears that ten-year-old upper-middle class boys showed a relatively ineffective capacity to cope with interpersonal relations problems in particular and had some negative feelings.

With respect to Parent/Child Interaction items these boys received the highest score on Parent/Child Interaction of all groups.

Story Completion

Like other ten-year-old groups these boys scored above the mean for Coping Effectiveness on four of the stories and below it on four. They were not significantly different from any of the other groups on the individual stories although their scores usually placed them in one of the last three rankings. The exception was Story Four concerned with Interpersonal Relations where they ranked third.

However, their general tendency to be in the lower half of the distribution became statistically significant when the Total Coping Effectiveness score was considered. They ranked seventh, scoring significantly lower than fourteen-year-old upper-lower females and upper-middle males. Their score was, however, still above the theoretical mean.

They ranked sixth or seventh on all the overall Coping dimensions, on Implementation, scoring significantly lower than fourteen-year-old upper-lower females and upper-middle males.

Although ranking third on Sociability, they ranked only seventh on Attitude towards Authority and sixth on Persistence although not differing significantly from any of the other groups on these three variables.

Interpretive Comments

Of the eight groups, these boys received the highest scores in Mathematics and Reading Achievement tests and in the Grade Point Average. They came highest in the intellectual aptitude test as well. Their classmates considered them to be highly motivated in school and outside activities. It is interesting, however, that they portrayed themselves on the Behavior Rating Scales as not being the most successful in coping with school problems, for this does not correspond with their actual performance and with the opinion of their peers. Their projections on the Sentence Completion technique suggest that they saw themselves as less successful in dealing with schoolwork in that, by comparison with other groups, they had relatively more negative feelings toward it. This discrepancy is also to be seen from the index of the relation between their reality achievement and their fantasy achievement; in fact, they were more effective than they thought they were.

Their classmates also thought that these boys got along well with their teachers and peers. The Behavior Rating Scales revealed that they themselves did not think that they got along with adults and peers sufficiently well. This picture is partially confirmed by the Sentence Completion device, at least in dealing with Interpersonal Relations where they portrayed themselves as less effective. It would appear that they wanted to make better progress at schoolwork and were therefore less engaged by interpersonal matters. We may assume that they took less interest in interpersonal relations since their projections indicated less adequate social behavior. As their peers rated them on the whole positively, we believe that their behavior was not inadequate.

The tendency to make the best possible progress at school was also revealed in their choice of future careers. They showed interest above all in work that includes creativity and intellectual stimulation. Their school aspirations as well were the highest of all groups. At the same time they expected to attain the occupation desired. In this they were most inclined to follow in their fathers' footsteps.

Judging by their results, this group of boys was very effective and strongly motivated in pursuing academic schoolwork. In their intelligence these boys ranked highest and this enabled them to cope efficiently with the demands of the uniform curriculum, which suits them best. Hence it is understandable that they were very good in school performance. Most of them will continue their schooling later on at secondary schools and many of them at universities.

It is of these boys that parents and teachers expect most. Whenever they fail to reach the highest marks at school, they are the focus of parental and school pressure. A continuous pressure of this kind gives rise to emotional tensions which may lead to less effective coping with school difficulties and interpersonal relations problems. Although these children live in favorable social conditions, it would be desirable for both parents and teachers to treat them with greater tolerance and make more reasonable demands on them. It would seem that these children are very much engaged by schoolwork and are self-preoccupied, as a result of which they have little time for the pursuit of social relationships. Consequently, they are probably less successful in this respect. This could later hinder their role in society, particularly in dealing with people around them. In the education of these boys greater attention should be paid to those social aspects which would make for a more harmonious development of their personalities.

LJUBLJANA TEN-YEAR-OLD UPPER-MIDDLE CLASS FEMALES

Aptitude and Achievement

On the Grade Point Average, these girls were above average, or second highest of the eight groups. However, it is interesting to observe that they fell in the middle of the groups on the Mathematics and Reading Achievement tests.

Peer Behavior Rating Scales

On the Behavior Rating Scales their classmates rated them as highest on Academic and Nonacademic Task Achievement, on getting along with teachers, and on getting along with other children. However, their classmates described them as easily upset and ranked them lowest in this respect. In ability to cope with aggressive agemates, they received the second highest score. In their summary score, they were at the top of the eight groups. Overall, their classmates had the best opinion of their school behavior.

Self-Behavior Rating Scales

In all self-rating dimensions on Behavior Rating Scales, these girls rated themselves, on the average, neither significantly high nor low among the groups.

Occupational Values

These girls stood highest of the eight groups in wishing to become something like a musician or an artist. They ranked lowest of all on job security and in seeking work providing variety. They were next to lowest in valuing work which would allow independence of action. They were third highest in wanting to follow their fathers' careers, and they stood third lowest in valuing work in which they could be successful in their future careers. In addition, they frequently selected for their future careers work in which they could help other people and be creative, although they did not significantly differ from other groups in this area.

These girls ranked Altruism first, then Creativity, and Intellectual Stimulation third, choosing the same three top values as ten-year-old upper-middle males. Their last three choices were Security, Independence, and Management, this low ranking for Independence and Management being common to all ten-year-old groups.

Occupational Interest Inventory

The ten-year-old upper-middle class girls fell in the middle of the groups on their stated career aspirations and expectations. They were second lowest on the measure of discrepancy between their career aspirations and the objective status of their fathers' jobs. However, there was no difference between their career aspirations and their fathers' occupational status.

Educational Aspiration

These girls ranked third highest of the eight groups in their stated educational aspirations. Thus, their aspirations were significantly above average.

Social Attitudes Inventory

This group of girls rated neither high nor low in their self-description on this instrument.

Sentence Completion

On the Aggression item these girls ranked second on Stance, Engagement, and Coping Effectiveness, but like all other groups, their scores did not reach the theoretical mean on any of the dimensions.

On the Anxiety items they ranked fifth on Stance and Achievement and seventh for Coping Effectiveness. However, their scores for Stance and Engagement were still above the theoretical mean.

Turning to the Authority items we note that these girls showed the second best attitudes about relations with teachers or adult authority figures in general, though the difference was nonsignificant. On the Frequency of Positive Affect concerning authority problems these girls also scored highest of the eight groups but even so their score was only .24. In spite of the aforementioned positive rankings these girls received the second lowest score on Engagement (which is in direct contrast to their receiving the highest score on Coping Effectiveness though the latter was nonsignificant).

The largest number of significant differences involving this group was found in the area of Interpersonal Relations. Here they stood lowest of all groups on Coping Effectiveness and third lowest on both Stance and Engagement. In addition they received the highest score on Frequency of Negative Affect and the lowest score on Frequency of Neutral Affect. However, when the two scores are compared it can be seen that Negative Affect had a score of .86 while Neutral Affect had a score of 2.12.

None of the scales for the area of Task Achievement differentiated these girls significantly from other groups. However, they did receive the second highest Attitude score as well as the second highest score on both Stance and Engagement. Scores for these two dimensions and for Coping Effectiveness were all above the theoretical mean.

These girls' Mean Score did not significantly differentiate them from other middle groups on the Reality/Fantasy Achievement Discrepancy dimension. However, it is interesting that this group achieved the lowest discrepancy score of all groups, tending only very slightly to underestimate their actual achievement. Their middle-to-high scores on the various Aptitude and Achievement measures were in pretty fair agreement with their Sentence Completion reports.

On summed scores on Sentence Completion items these ten-year-old upper-middle class girls stood out only on one scale, Frequency of Neutral Affect where they obtained the second lowest score of all groups.

None of the Parent/Child Interaction scales differentiated this group from the other middle groups.

Story Completion

Like other ten-year-old groups these girls scored above the Mean Coping Score on four of the stories and below it on four. Although not significantly different from any other group on any of the stories, they ranked second on the Interpersonal Relations story (Story Seven). They did not, however, reach the theoretical mean coping score.

On the other stories their scores placed them about average on Coping Effectiveness as compared with the other groups.

They ranked fourth on Total Coping Effectiveness and either third or fourth on Stance, Initiation, and Engagement but were not significantly different from other groups on these three variables.

They ranked second on Sociability and fifth on Attitude towards Authority but again were not significantly different from other groups.

Interpretive Comments

This group of girls received,on the average, high school marks in their basic subjects. Their classmates rated them as most hard-working in academic and nonacademic activities. On the Behavior Rating Scales concerning achievement motivation, they portrayed themselves as neither high nor low.

Their classmates appraised them as being very high in ability to get along with teachers and peers. On the Sentence Completion instrument a completely different picture was disclosed, since their coping scores indicated a rather poor ability to get along with others (both authorities and peers). However, as evidenced by BRS data, their classmates though that they were effective in coping with aggressive agemates, but that they were liable to get somewhat easily upset when things went wrong.

The results from some instruments indicated that this group of girls was comparatively effective in overcoming school difficulties and in coping with authority figures and peers. It might be claimed that these girls possessed the best psychological adjustment. We assume that on account of this teachers preferred them slightly to boys, and so it is possible that this somewhat contributed to the girls' higher marks, which were slightly above their scores on the achievement tests.

By comparison with other groups, their occupational aspirations were not the highest but were still quite high. This was consistent with their educational aspirations. The choices they made on the Occupational Values questionnaire showed no particular preferences except for esthetic values.

On the whole, these girls successfully met the curriculum demands. They did not seem to show emotional tensions or unrest. In school they felt fine and met with approval since they were good in academic performance, well-behaved, and exhibited adequate adjustment. Hence, we may conclude that parents and teachers are satisfied with them and tolerant toward them and that this has a favorable effect on the growth of their personalities. They were strongly motivated in pursuing academic schoolwork and also had adequate intellectual aptitude and appropriate social conditions. Accordingly, they are very likely to finish their eight-year compulsory primary school course successfully, and most of them will continue their schooling later.

LJUBLJANA FOURTEEN-YEAR-OLD UPPER-LOWER CLASS MALES

Aptitude and Achievement

On the Grade Point Average, which covers native language, foreign language, mathematics, physics, chemistry, biology, geography, and history, these boys were below average, or second lowest of the eight groups and the lowest of the fourteen-year-old groups. However, on the tests of Mathematics and Reading Achievement, they fell in the middle of the groups.

Peer Behavior Rating Scales

Their classmates ranked them second lowest in Task Achievement; also second lowest in ability to get along with teachers and with other children. But they do not get upset easily, and their classmates put them at the top in this respect. On their Summary Score, they were also second lowest of the eight groups for this variable. Altogether, it appeared that their classmates had a relatively poor opinion of their task achievement behavior and relationships with other people in general.

Self-Behavior Rating Scales

In the Task Achievement area, these boys rated themselves lowest of all the groups and projected a negative picture of themselves. However, they put themselves on top in their ability to cope with agemates who act aggressively towards them. On the whole, these boys described themselves neither positively nor negatively, though their classmates judged them in many respects more negatively.

Occupational Values

Using this approach, we found that these boys stood highest of the eight groups in the desire to be independent in their future work and in a desire for job security. They stood lowest in altruistic interest (though they still selected this scale item on the average slightly over eight times) and in wanting to be a musician or an artist. They ranked third highest in seeking success through accomplishment and in a desire for pleasant surroundings. They were third lowest in wanting to follow their fathers' careers. Additionally, they were quite high in seeking self-satisfaction and in valuing the chance to be creative in their future work, though they did not differ significantly from the other groups on this.

These boys ranked Self-Satisfaction as the most important value, then Creativity, with Altruism third. They were least interested in Esthetics, Management, and work like that of their fathers. Their first three choices were the same as upper-middle males of the same age group though placed in a slightly different order.

Occupational Interest Inventory

This fourteen-year-old group of boys showed the second lowest Occupational Aspiration of the eight groups. They were the lowest of all groups in their stated career expectations. On the measure of discrepancy between their career aspirations and their fathers' occupational status they stood third highest. That is, their career aspirations were somewhat higher than their fathers' jobs.

Educational Aspiration

On this variable, these boys stood lower, on the average, than did any of the other seven groups. They showed relatively low educational aspirations which were, however, consistent with their stated occupational aspirations and expectations.

Social Attitudes Inventory

In their self-description on these items, these boys stood next to lowest for Total Passive Defensive Coping. Thus, they portrayed themselves as boys who do not react to various difficulties by retreating or other kinds of passive-defensive behavior.

Sentence Completion

When faced with Aggression problems, these boys received the lowest scores on both Stance and Engagement of all eight groups, being significantly lower than fourteen-year-old upper-lower females. However, they showed the lowest Frequency of Negative Affect in reacting to this item as well as the highest incidence of Neutral Affect. When the actual scores are looked at it can be seen that despite the relative group positions, they showed more Negative than Neutral Affect in this area, the respective scores being .69 for Negative and .31 for Neutral Affect.

These boys showed the poorest attitude of the eight groups (though nonsignificant) as regards relating to authority figures in general. Their score was, however, above the theoretical mean. On the Coping stems they scored the second highest of all groups for Engagement, but their score was below the theoretical mean. It appears that they do attempt more than other groups to solve problems with authority figures.

The Anxiety items on the Sentence Completion evoked extremely good responses from these boys in most respects compared to other groups. They received the highest scores on Stance and Coping Effectiveness, but their effectiveness score was below the theoretical mean. Furthermore they were the lowest of the eight groups on Negative Affect and highest on Neutral Affect.

In the area of Interpersonal Relations these boys achieved the third highest score on Stance and Engagement and the second highest score on Coping Effectiveness. All scores were above the theoretical mean. This was in spite of the fact that theirs was the lowest Attitude score of all eight groups.

Turning to the Task Achievement items we see that these boys scored third lowest on Negative Affect and next to highest on Neutral Affect. It appears that these boys usually showed much ability to handle achievement situations in an emotionally neutral way.

The mean score on the Reality/Fantasy Achievement Discrepancy dimension did not significantly differentiate this group of boys from other middle groups. Their mean score was quite similar to those of the two ten-year-old upper-lower class groups. That is, their level of Fantasy Achievement was greater than their actual achievement level. One should recall that their scores were rather uniformly low on their actual achievement measures.

The overall scores on all areas of behavior on Sentence Completion revealed that these boys received the lowest score for Total Attitudes. However, they obtained the highest score for Total Stance (nonsignificant) second highest for Total Engagement and highest again for Total Coping Effectiveness. They scored above the theoretical mean on all of these dimensions. Furthermore, they were second lowest for Total Negative Affect and second highest on Total Neutral Affect. In sum, it appeared that these fourteen-year-old upper-lower class males had a good capacity to deal with different kinds of problems and to handle situations in an emotionally neutral way.

On the Parent/Child Interaction items these boys received the lowest scores of all groups.

Story Completion

These boys scored above the Mean Coping Score on five of the stories and below it on three. It was the only group to score above the theoretical mean for Story Seven, the Interpersonal Relations story. While ranking first for this story, they ranked eighth for the other Intersonal Relations story although still scoring above the theoretical mean.

Although ranking fifth and seventh on the two Authority stories in terms of Coping Effectiveness, their score on the Attitude towards Authority variable placed them in second place. On none of these variables were they significantly different from other groups.

On the overall dimensions they were significantly different from the other groups on only one variable - that of Affect Connected With the Outcome where they ranked eighth, significantly different to fourteen-year-old upper-middle males.

Although not differing significantly from the other groups on the overall dimensions, they showed an interesting pattern, ranking sixth on Stance, fifth on Engagement and Initiation, and fourth on Implementation.

Interpretive Comments

The boys of this group received low marks in basic school subjects. They achieved slightly better results on the Mathematics and on the Reading Achievement tests. Their poorer performance was also disclosed by the Behavior Rating Scales. Their peers considered them to be insufficiently hard-working in school, and this was in agreement with what they thought of themselves. Hence, it is obvious that there was consistency between the opinion of peers and their own opinion on the one hand, and that both opinions agreed with their performance in school on the other. The results indicate that they have a realistic view of their position in school. The reason for this we see in the fact that the boys spend eight years together in school and work according to uniform curriculum demands. We may conclude that their personal experience in school has contributed to their realistic self-concept. Their projections in Sentence Completion and Story Completion instruments revealed a prevalence of neutral feelings.

Their peers were of the opinion that they failed to get along well with teachers and adults in general. On the Sentence Completion instrument it has been revealed that in interpersonal contacts they tried to be active in overcoming these problems. Owing to their poorer performance in school these boys were often criticized by teachers and parents and this might have created a worse attitude toward authority figures.

In the opinion of classmates, these boys did not get along very well with their peers either. On the other hand they portrayed themselves as very effective in dealing with agemates who act aggressively toward them. But the Sentence Completion instrument showed that they failed to become adequately engaged in such situations, receiving generally very poor scores. The problem may well lie in the fact that these boys failed to see that their behavior was not wholly appropriate, and because of this they were probably rejected by their peers. Unaware of this, they persisted in reacting in a sterotyped way. This was also reflected in situations arousing anxiety, which was probably due to their more belligerent behavior in dealing with this kind of problem.

The choices they made on the Occupational Values instrument showed that by comparison with other groups they were least interested in people. They particularly wished to have work in which they would be independent, successful, and have pleasant surroundings. Also, they wished very much to have job security. It would appear that because of their inferior performance at school and poorer living conditions, they were worried about their social position. This is also to be concluded from their aspirations. Of all eight groups, their educational and occupational aspirations remained lowest. However, in their choice of occupation they did not wish to follow their fathers, but wished to have slightly better jobs.

These boys were realistic about their future positions and roles in society. Half of them wished to become skilled workers. Such wishes were consistent with their performance in school. But the other half wished to continue schooling in secondary school. This half consisted mostly of those who were slightly more successful in school and entertained slightly higher ambitions. However, having learned a trade, they do not usually prolong their education at university. On the whole it might be said that these boys have a real opportunity of achieving their occupational aspirations, of succeeding in practical jobs, and of earning their own living comparatively early. It has to be emphasized that this group covered only boys who attended each grade one year only, and none who repeated a class. If such children had been included in this investigation, the overall picture would probably have been slightly more negative.

LJUBLJANA FOURTEEN-YEAR-OLD UPPER-LOWER CLASS FEMALES

Aptitude and Achievement

These girls were below average, or second lowest, on the Reading Achievement test. However, in their Grade Point Average, they fell in the middle of the groups.

Peer Behavior Rating Scales

In Nonacademic Task Achievement their classmates ranked them next to lowest of the eight groups. Furthermore, their classmates placed them lowest in fighting, in getting their own way, and second lowest in their coping ability with aggressive agemates.

Self-Behavior Rating Scales

On the Self-Behavior Rating Scales, these girls rated themselves neither significantly high nor low among the eight groups.

Occupational Values

The Occupational Values instrument revealed that these girls stood highest of all groups in wanting to have a nice place to work, and in wanting to have friendly associates. They were lowest in valuing work in which they learn many interesting things, being creative in their careers, and in wanting to follow their fathers' occupations. Furthermore, they ranked second highest in the desire to be successful in their future careers and in seeking self-satisfaction through doing a good job. Finally, they were third highest in the desire to become a musician or an artist. In addition, they showed a quite high altruistic interest, though they did not differ significantly from other groups in this area.

Like fourteen-year-old upper-lower males these girls placed self-satisfaction first, followed by Altruism and then Pleasant Associates. This was the only one of the eight groups to rank Pleasant Associates so high. Like boys of the same social class, they placed Management fourteenth and a job like that of their father fifteenth. However, they gave thirteenth place to Independence.

Occupational Interest Inventory

In their career aspirations and expectations, they fell in the middle of the eight groups. In general, they hoped to achieve relatively higher status jobs. On the measure of discrepancy between their career aspirations and their fathers' occupational status, these girls had the highest rank of all the groups. Thus, it appears that these girls want to have much higher status occupations than their fathers actually have.

Educational Aspiration

In their stated educational aspirations, these girls scored next to lowest of the groups, but on the whole most of these girls wished to continue their schooling in secondary schools.

Social Attitudes Inventory

The fourteen-year-old upper-lower girls were at the bottom of all groups on their total score for Active Coping. They were the highest on total score for Passive Defensive Coping. It is apparent that they portrayed themselves as very poor active copers in dealing with problems and as adolescents who react to different kinds of difficulties by retreating behavior.

Sentence Completion

In responding to the Aggression items in the Sentence Completion, these girls showed the highest scores on Stance, Engagement, and Coping Effectiveness. More of these girls, than from the other groups, reacted to this stem with appropriate descriptions of coping behavior, rather than with a description of physical or verbal aggression. But in no case did their scores reach the theoretical mean.

None of the Authority scales differentiated this group from the other groups. Although they did score above the theoretical mean for Stance, they were below it for both Engagement and Coping Effectiveness.

On the Anxiety items these girls received the lowest scores for Stance and for Coping Effectiveness, and, though nonsignificant, the second lowest score on Engagement. Their scores for both Stance and Engagement were above the theoretical mean. They showed the highest amount of Negative Affect and the lowest ability of all eight groups to handle the anxiety situations in an emotionally neutral way. However, the scores for Affect were 1.09 for Negative and .91 for Neutral.

When faced with Interpersonal Relations items, these girls showed the second highest scores on Stance and Engagement and the third highest score on Coping Effectiveness. It appeared that they coped with interpersonal relations problems rather effectively.

The Task Achievement items on the Sentence Completion did not significantly differentiate these girls from other groups as their scores fell in the middle range on practically all scales. But in all cases the scores were above the theoretical mean.

These girls had the second highest Reality/Fantasy Achievement Discrepancy score. This was a "negative" discrepancy and significantly differentiated them from the upper-middle class ten-year-old males.

That is, these girls tended, to a greater degree than any other group, to overestimate their actual achievement level. It should be recalled that, except for Grade Point Average, these girls scored quite a bit below average on the Aptitude and Achievement measures. Thus, even though their Sentence Completion reports fell on the middle ranges, the discrepancy between actual and fantasized performance was quite large.

Turning to the Total Scores on the Sentence Completion, we see that the scores of these girls did not differ significantly from those of other groups, although their Stance and Engagement scores were above the theoretical mean while their Coping score was below it. Finally, on the Reality/Fantasy Achievement Discrepancy score they ranked lowest of the eight groups. That is, they portrayed themselves on the Task Achievement items of the Sentence Completion as far more effective achievers than their actual performance merited, as measured by their Reading Achievement scores.

On the Parent/Child Interaction scales, these girls received the highest score of the eight groups on the Self-Image scale.

Story Completion

These girls' scores were above the Mean Coping Effectiveness score on five of the stories and below it on three. They ranked second on the Total Coping Effectiveness score, being significantly different to ten-year-old upper-lower females or ten-year-old upper-middle males.

They ranked first on Story Ten where the mother was the Authority figure, scoring significantly higher than ten-year-old girls of the same social class. They also ranked first on Story Four dealing with Interpersonal Relations although in this instance their score was not significantly different to that of any other group. They ranked second on the stories dealing with Aggression and Academic and Nonacademic Task Achievement although, again, their scores were not significantly different to those of other groups.

Overall, they ranked first on Persistence, scoring significantly higher than ten-year-old upper-lower females, and ranked second on Implementation, being significantly different from the same group.

They ranked second on Stance, Engagement, and Initiation but only fourth on Attitude towards Authority.

Interpretive Comments

These girls received fairly satisfactory marks in basic school subjects, while on the Reading Achievement test their score was rather poor. Their classmates rated them averagely hard-working in school. The Behavior Rating Scales showed that they rated themselves in this respect neither high nor low. Also, they portrayed themselves in the

Sentence Completion technique as being neither high nor low in coping with problems arising in schoolwork. It is obvious that their projections were not consistent with their actual school performance. The fact that they saw themselves in a better light is probably to be explained by their assumption that teachers are somewhat more favorably inclined to them because they are more quiet and adjustable.

Their projections on the Sentence Completion technique further indicated that they were successful in overcoming problems arising in interpersonal relations. Other data indicated that they were effective copers dealing with problems relating to aggression. Yet their classmates said that when these girls were faced with aggression it was hard for them to find adequate solutions. This leads us to believe that they portrayed themselves slightly more positively than their real behavior in school merited.

It also was a characteristic of these girls that they were not effective in coping with situations arousing anxiety and that they were somewhat lacking in self-confidence. This corresponds with the opinion of their peers, who thought that they were not persistent in self-assertion and that, in aggressive situations, they failed to find appropriate solutions. The Social Attitudes Inventory also showed that they reacted to various difficulties with passive coping and retreating behavior.

On the Occupational Values instrument they showed interest, among other things, in artistic occupations. Taking into account their actual school performance, we may conclude that they will not be able to realize these aspirations. As regards the continuation of schooling, their aspirations - by comparison with other groups - were low and did not wholly correspond to their occupational aspirations, which were slightly higher. They had no wish to follow their fathers' occupations but wished to hold better jobs. White-collar jobs attracted them in particular, since they think that these jobs carry more social prestige than the occupations of skilled workmen. This is also in agreement with their wishes for pleasant surroundings and friendly associates.

On the whole, these girls looked optimistically at their future positions and roles in society. Approximately two-thirds of these girls were of the opinion that they would hold jobs requiring completed secondary school or even higher education. Secondary school, however, can be attended only by those who pass the relatively high demands of the entrance examination. We assume that, owing to their poorer knowledge gained at primary school, many of these girls will fail this examination and will hence be compelled to continue schooling at other schools which train their pupils as skilled workers. In any case, the girls of this group will be comparatively quick to learn a trade and to earn their living. Hence, they have real chances of getting on successfully in their jobs.

It has to be pointed out that this group consisted only of girls who had completed the eight-year primary school course in eight years and had accordingly not attended one grade for more than one year.

LJUBLJANA FOURTEEN-YEAR-OLD UPPER-MIDDLE CLASS MALES

Aptitude and Achievement

Results on the achievement dimensions showed that these boys were above average, or second highest of the eight groups, on the Reading Achievement test. However, they fell in the middle of the groups in their schoolwork as reflected by Grade Point Average.

Peer Behavior Rating Scales

In ability to get along with teachers or adults their classmates rated them slightly lower than average on the Behavior Rating Scales. On the other hand, these boys were described as those who fight hardest to get their own way. In the other items on this instrument, they were neither high nor low among the groups.

Self-Behavior Rating Scales

These boys rated themselves highest of all groups on Nonacademic Task Achievement and in getting along with agemates. The average score of the first four Self-Behavior Rating Scales showed that these boys had the second highest overall rating of the eight groups. In summary, it appears that these boys rated themselves somewhat positively, along with the girls of their same age and socioeconomic level.

Occupational Values

In responding to the Occupational Values technique, these boys scored next to highest of all eight groups in valuing the chance to be independent within their future jobs and in wanting to have work in which they could find variety. They stood third lowest, or slightly below the average, in wanting to be musicians or artists. It is interesting that these boys stood neither significantly high nor low of the eight samples on most of the items. But it is evident, however, that they stood high in valuing the chance to be creative, to become famous in their future careers, in altruistic interest, and in seeking self-satisfaction.

These boys had the same top three values as fourteen-year-old upper-lower males though in a different order - Creativity, Altruism, and then Self-Satisfaction. Their last three rankings were exactly the same as upper-lower males - Esthetics, Management, and then work like that of their fathers.

Occupational Interest Inventory

The objective status level of the jobs these boys hoped to achieve was the highest of all groups. They were also high in their stated career expectations. On the measure of discrepancy between their career aspirations and their fathers' occupational status, they were third lowest of the eight groups, but there was, in fact, no difference between their aspirations and their fathers' job levels.

Educational Aspiration

In their stated aspirations as to the length of schooling, these boys fell, on the average, in the middle of the groups. Yet their educational aspirations were high, since most of them wish to continue their schooling at secondary school and later on at the university.

Social Attitudes Inventory

These boys ranked highest of the eight groups on the total score for Active Coping and lowest on the total score for Passive-Defensive Coping. These boys appeared, at least on this instrument, to deal most actively with problems. Furthermore, most often they did not react to difficulties by retreating behavior.

Sentence Completion

No differences in the area of Aggression were found. Like all the other groups, scores on none of the dimensions reached the theoretical mean.

Results on the Sentence Completion reveal that these boys showed the next to poorest attitude about relations with Authority figures, though this difference was nonsignificant, and the score was above the theoretical mean for attitude. Their score for Stance was also above the theoretical mean. On the Frequency of Positive Affect about authority problems, they also stood at the bottom of the eight groups. They received the highest score of all groups on Engagement and on Frequency of Neutral Affect.

In the area of Anxiety, these boys received the highest score of all groups on the Engagement scales, and the second highest (though nonsignificant) scores on Stance and Coping Effectiveness. However, although their scores for Stance and Engagement were above the theoretical mean, that for Coping Effectiveness was not.

In addition, the Interpersonal Relations Coping items evoked extremely good responses from these boys in every respect. They received the highest scores on Stance, Engagement, and Coping Effectiveness. It seems that they coped with this kind of problem effectively.

Indeed, they showed the lowest incidence of negative feeling and the highest score of all groups on Neutral Affect.

Turning to the Achievement items on Sentence Completion, we note that these boys showed the poorest attitude (though nonsignificant) of the eight groups relating to achievement in general. Their score was still above the theoretical mean, however. They showed the lowest amount of Negative Affect of all groups and stood third highest (though nonsignificant) in their ability to handle the achievement situation in an emotionally neutral way.

These boys achieved the second smallest Reality/Fantasy Achievement Discrepancy score of all groups and did not differ significantly from any other of the middle-ranked groups. This suggests that these boys were able in self-reports to more accurately describe their actual level of performance than were most other groups.

The Total Scores for Sentence Completion, across all areas of behavior, reveal that these boys received the highest score for Total Engagement and next to highest on Total Coping Effectiveness. They also showed, on the average, the lowest amount of Negative Affect and stood highest in their ability to handle a variety of situations in an emotionally neutral way. On the whole, it appears that these boys demonstrated a relatively good coping ability.

These boys did not differ significantly from other groups on any of the Parent/Child Interaction scales.

Story Completion

These boys scored above the Mean Coping Effectiveness score on four of the stories and below it on four, but overall they ranked first for Coping Effectiveness, scoring significantly higher than ten-year-old upper-lower females.

They also ranked first on the story dealing with Aggression and second on the stories dealing with the Authority of the father, Anxiety, and Interpersonal Relations. For none of these stories, however, were their scores significantly different from those of other groups.

Overall, they ranked first on five of the variables - Engagement, Initation, Implementation, Affect Associated With the Problem, and Affect Associated With the Outcome. On all these variables except the last their score was significantly different from that of ten-year-old upper-lower females. For the second Affect variable the score was significantly different from fourteen-year-old upper-lower males.

They ranked second on Persistence, being significantly different from ten-year-old upper-lower children of both sexes.

It was only on Attitude towards Authority that this group did not perform so well, ranking eighth on this variable. Their score, however, was not significantly different from any other group.

Interpretive Comments

On the whole, these boys received quite good school marks in all important subjects. Their Reading Achievement appeared to be fairly high. In the opinion of their classmates they are hard-working, average boys in school and outside activities.

As regards outside activities, they considered themselves to be more hard-working than their classmates thought them to be. In dealing with these problems their feelings were predominantly neutral rather than negative. Their self-portrait may be said to be generally consistent with their achievement in school.

In the opinion of their classmates, they did not get along well with teachers and grown-ups. On the Sentence Completion technique their projections showed that, by comparison with other groups, they did not have the most positive attitudes toward authority figures though they engaged in problem-solving behavior. The reason probably lies in the fact that in the pursuit of their aims they were somewhat intolerant; teachers do not usually approve of this. They were also described by their peers as those who fight hardest to get their own way.

On Behavior Rating Scales, they portrayed themselves as getting along very well with their agemates. They also pictured themselves, as shown in the Sentence Completion technique, as highly effective in dealing with interpersonal relations problems. Their peers, however,did not rate them as most effective in this respect.

The fact that they presented themselves in a better light than that in which they were seen by their classmates, and that they persisted in their endeavors, is most probably explained by their self-confidence. They live in favorable social conditions which enable them to be more motivated and effective in school. On the whole, they were very active in coping with various kinds of problems;and in the more difficult situations, they did not react with retreating behavior.

Of all the groups, these boys had the highest occupational aspirations. Their occupational expectations, however, were slightly below their occupational aspirations and were in general agreement with their achievement in school and further educational aspirations. The choices they made on the Occupational Values questionnaire showed, by comparison with other groups, that they wanted to be independent and free to do a variety of things. Furthermore, they frequently expressed the wish to do creative work and find self-satisfaction through it.

In sum, the boys of this group successfully meet the curriculum demands, have appropriate intellectual aptitudes and motivation in schoolwork, are active in coping with various difficulties, show the highest degree of initiation of all the groups, and fight hardest for success. In addition, they live in favorable home conditions. In their work they are supported by parents and teachers who may occasionally blame them, thinking that they could do even better in school. From time to time this brings them into conflict with authority figures.

It is clear that these boys have a real chance to continue their schooling and to make a success of their lives. Most of them will not only finish secondary school but will later on go to a university. Those who continue to be active and persistent in their work have every chance of making a fine career in society.

LJUBLJANA FOURTEEN-YEAR-OLD UPPER-MIDDLE CLASS FEMALES

Aptitude and Achievement

These girls were third highest of the eight groups on Grade Point Average. However, they were highest of the fourteen-year-old groups on this variable. On the other achievement variables, they were neither significantly high nor low.

Peer Behavior Rating Scales

In the Task Achievement area of Behavior Rating Scales, their classmates ranked them third highest of the eight groups, while they were the highest of the fourteen-year-old groups on this variable. Their classmates also ranked them high in ability to get along with teachers or adults in general. But on most items in this instrument, they stood neither high nor low.

Self-Behavior Rating Scales

Self-Rating scores on Behavior Rating Scales reveal that these girls rated themselves highest of all groups in Task Achievement and on getting along with teachers, and second highest on getting along with other children. Further evidence of their positive self-concept is to be found on the Self-Rating Summary Score. The average of the first four items shows that these girls had the highest overall Self-Rating Score of any of the eight groups.

Occupational Values

The Occupational Values technique differentiates this group of girls from other groups in many aspects. They stood highest of the eight groups in altruistic interest, in valuing the chance to be successful in their future careers, in seeking self-satisfaction through doing a good job, and in wanting work in which they could do many different things. They also ranked highest on their Total Intrinsic Values Score. On the other hand, they stood lowest of all in leading other people, in valuing the chance to become famous, and in wanting to get a lot of money. They were also lowest on their Total Extrinsic Score. Furthermore, they ranked second highest in wanting to have a nice place to work, and next to lowest in wanting to follow their fathers' careers. Finally, they ranked third highest in wanting to have a job carrying independence in their future careers. In addition, they received a high score in wanting to have friendly associates and being creative in their future careers, though they did not differ significantly from other groups.

Like other fourteen-year-old groups these girls included Self-Satisfaction and Altruism among their first three rankings. However, they were different from the other groups in that they gave their third choice to Success. And while, like the other fourteen-year-old groups, they ranked Management and a job like that of their father as fourteenth and fifteenth respectively, they placed Economic Returns thirteenth.

Occupational Interest Inventory

Their stated career aspirations were second highest of the eight groups. The objective status level of the jobs these girls expected to achieve was the highest, on the average, of all groups. On the measure of discrepancy between their career aspirations and their fathers' occupational status, they stood fourth lowest. However, there was no difference between their aspirations and their fathers' job levels.

Educational Aspiration

In their stated aspirations about the length of schooling, these girls ranked second highest of all groups, and they were highest of all fourteen-year-old groups. It is apparent that their educational aspirations were consistent with their occupational aspirations and expectations.

Social Attitudes Inventory

These fourteen-year-old girls did not stand out distinctly among the eight groups on the four total scores of Social Attitudes dimensions.

Sentence Completion

These girls were neither significantly high nor low among the groups in dealing with Aggression and Interpersonal Relations problems. However, while in the case of Aggression all scores were below the theoretical mean, in the Interpersonal Relations area scores for Stance and Engagement were above the theoretical mean and the score for Coping Effectiveness only .02 below it. In the area of Authority, these girls had the lowest Stance score of all the groups. It was, nonetheless, well above the theoretical mean. They did not stand out from the other groups on any of the remaining Authority scales.

In the area of Anxiety these girls obtained the second lowest score of all groups on Stance and the lowest score for Engagement. Both scores were still above the theoretical mean, however.

The Task Achievement items evoked somewhat good responses from them, though most of these scores were nonsignificant. On the Coping stems, they were highest on Stance, on Engagement, and on Coping Effectiveness. They showed the highest amount of Neutral Affect and stood next to lowest on Negative Affect. In sum, they appeared to show the greatest ability of the eight groups to deal effectively with achievement problems and also to handle this kind of problem in an emotionally neutral way. These girls did not differ significantly from other groups on any of the Summary scales. Overall, while above the theoretical mean for both Stance and Engagement, they fell below it for Coping Effectiveness.

The Reality/Fantasy Achievement Discrepancy score of this group did not differ significantly from other middle groups. However, it greatly resembled the ten-year-old upper-lower class sample as well as that of the fourteen-year-old upper-class males. That is, these girls tended, approximately to the same degree as the aforementioned groups, to overestimate their actual achievement level in their self-reports. This may be easily observed by comparing their Sentence Completion Task Achievement rankings with their scores on most of the actual achievement variables.

Of the Parent/Child Interaction scales, they received a distinctive score on one scale only, Interaction with Mother, where this group achieved the highest score.

Story Completion

These girls were above the Mean Coping Effectiveness score on four of the stories and below it on four. Their Total Coping Effectiveness score gave them a rank of three, but the score was not significantly different from that of other groups.

They ranked first for Coping Effectiveness on three stories - the Authority story where the main figure was the father, the Academic Task Achievement and the Nonacademic Task Achievement stories. For none of these stories were their scores significantly different from other groups.

Their lowest ranking was seventh on the Interpersonal Relations story (Story Four), but their Coping Effectiveness score was well above the mean and not significantly different from that of other groups.

They did show a significant result on Sociability where they ranked eighth.

On none of the overall dimensions were their scores significantly different from those of other groups, their ranks being about average.

Interpretive Comments

On the average, the girls in this group had fairly good marks in all basic school subjects. In the opinion of their classmates they worked quite hard, and they also rated themselves high in this respect. The Sentence Completion instrument reveals that in situations at school, neutral feelings prevailed over negative ones. Accordingly, we see that their self-picture was consistent with the opinion of their peers and their actual achievement in school.

Their classmates thought that they got along well with teachers and adults in general, and the girls themselves also thought so. It would appear that they had no difficulties with regard to these relations, since on the whole they were disciplined and well adjusted. Hence, we assume that teachers were favorably inclined toward them.

They believed themselves to be getting along very well with their peers. Their classmates did not rate them as high on that, but still thought that they got along quite well with their peers. This tends to indicate that they possess good social adjustment. This was also revealed on the Occupational Values instrument where they showed altruistic interest.

Their occupational aspirations were very high. At the same time they felt certain that they would be realized. It is our opinion that their occupational aspirations seem to be realistic, since these girls produced good achievement at school, were well adjusted to schoolwork, and moreover wished to continue their schooling. Similar tendencies appeared in the choices they made on the Occupational Values instrument. They wished to do work that would bring them self-satisfaction and success through accomplishment. Here they placed emphasis on the intrinsic values of the work and not so much on the external rewards (economic returns and prestige). Likewise, they did not wish to have the same jobs as their fathers',but they did desire occupations which were on the same social status level as their fathers'.

In summary, these girls are very successful in schoolwork, have appropriate motivation and intellectual aptitude for learning. Additionally, they live in favorable home conditions and are supported in their work by parents and teachers. For these reasons, most of them later wish to continue their schooling at secondary school, and many of them later on at a university. Most of them are also highly active and hard-working and at the same time have high aspirations. Consequently, they are most likely to succeed in their further schooling and later on to earn recognition in society.

ANOVA OF MEANS:
LJUBLJANA SAMPLE DIFFERENCES BY AGE, SOCIOECONOMIC STATUS, AND SEX

APTITUDE AND ACHIEVEMENT

Age

There were no systematic Age differences in the analysis because these instruments were standardized separately within age groups. However, there were two significant intereaction effects, these being for Age x SES. At the ten-year-old level the higher status children scored higher in Mathematics and received far better school marks in basic subjects than working-class children. The same discrepancy in favor of the higher status children, though smaller in size, appeared at age fourteen. No other significant interactions occurred on these instruments.

Socioeconomic Status

Higher status children uniformly excelled working-class children on all of the aptitude and achievement measures, that is, on the Raven aptitude test, the Mathematics and Reading tests, and Grade Point Averages.

Sex

There were no significant Sex differences on the intellectual aptitude score on the Raven and Mathematics achievement scores. But there was a general superiority of boys over girls in Reading Achievement scores, and of girls over the boys with regard to their Grade Point Average.

PEER BEHAVIOR RATING SCALES

As a rule, the ten-year-old children were in the same classes and same schools from the beginning of their school life. The same was true for the fourteen-year-old pupils who were regularly together in the same classes until they finished eight years of primary school.

The children in our schools were not segregated by social status or sex. In any given class, there would be a stable proportion of working-class children and children from parents with a higher educational and occupational level. We assume that these ratings reflect very well the heterogeneous situation in which all children were able to choose between representatives of a fully balanced social status range, and of both sexes. Consequently, it is valid and meaningful to compare existing differences with regard to the Peer Behavior Rating Scales.

Age

The data revealed significant interaction effects on the first four Peer BRS items. On the Academic and Nonacademic Task Achievement at age ten, the higher status children were rated more positively by their agemates than were the working-class children. By age fourteen, these differences were smaller, though still in the same direction.

The same tendencies as mentioned above appeared on the Behavior Rating Scale on getting along with teachers or adults, and on getting along with other children. The ten-year-old higher status children were superior to the working-class children in their peer ratings both in getting along with teachers and with other children. At age fourteen, the differences were still in the same direction but smaller in extent.

On the fifth item, which shows the resistance to becoming emotionally upset, the fourteen-year-old children showed, in general, superiority over the ten-year-old children. In this connection we note significant AGE x SES interaction. At the ten-year-old level, the working-class children were rated superior by comparison with the higher status children. By age fourteen, this status difference practically disappeared.

Let us consider next the Self-Assertion item. There was a significant Age x SES interaction. At the ten-year-old level, the working-class children were rated superior to higher status children. At the fourteen-year-old level this was reversed; that is, the higher status children tended to be more assertive by comparison with the working-class children.

In coping with aggression, there were two significant interaction effects. At age ten, the higher status children were rated superior to working-class children, whereas at age fourteen, this difference in favor of higher status children was less marked. There was a second Age x Sex interaction. The ten-year-old girls received better ratings with regard to coping with aggression than ten-year-old boys, but by age fourteen this pattern was reversed, so that the boys showed superiority over the girls.

Finally, we turn to the summed scores derived from the first four items of BRS. We find a significant Age x SES interaction. At the ten-year-old level, the higher status children showed a very great superiority over the working-class children; by age fourteen this difference, though still present, was less marked in favor of the higher status children. Thus, the difference decreased with age.

Socioeconomic Status

Results clearly indicate that there were significant differences between social status groups on all the BRS items except one (that is on the self-assertion item). In general, the higher status children received better ratings than working-class children on Academic and Nonacademic Task Achievement, on getting along with teachers or other adults, and in getting along with their agemates. The higher status children also excelled the working-class children in Coping with Aggression and in their Summary Score. Only as regards emotional stability was the tendency reversed, so that working-class children excelled higher status children in this respect.

Sex

There were several differences with Sex. On Academic Task Achievement and on getting along with teachers and peers, the girls were rated superior in comparison with the boys. On the Summary Score, the girls were also rated superior to the boys. But there was a general superiority of the boys over the girls in emotional stability and self-assertion.

SELF-BEHAVIOR RATING SCALES

Age

We noticed several significant differences with Age. On Nonacademic Task Achievement and on getting along with teachers or other adults, the fourteen-year-old children gave themselves higher ratings than did the ten-year-old children.

In getting along with classmates, the fourteen-year-old children also rated themselves more favorably than the ten-year-old children. However, there was a significant Age x SES interaction. At the ten-year-old level, the working-class children rated themselves better as regards getting along with peers, whereas at age fourteen this was reversed.

In Coping with Aggression and in the Summary Score derived from the first four items, the fourteen-year-old children also rated themselves higher than ten-year-old children.

Socioeconomic Status

Systematic social status differences appeared on only two Behavior Rating Scales. On items concerning Academic and Nonacademic Task Achievement, the higher status children gave themselves more favorable self-ratings than the working-class children. In the summary scores for the first four items, the higher status children also excelled the working-class children.

Sex

On the whole, there were no Sex differences on the Self-Ratings on BRS items.

OCCUPATIONAL VALUES

Age

The ten-year-old children placed a high value on work which provides esthetic opportunities, on work in which they can learn many interesting things, and on becoming very famous. They also wanted to have a job in which they can make a lot of money. There was a significant interaction, this being Age x Sex. The ten-year-old girls ranked more highly concerning Economic Returns than ten-year-old boys, but at age fourteen this pattern was reversed. Furthermore, the ten-year-old children wanted, to a greater extent, to have the same job as their fathers. However, there was a significant interaction effect. At the ten-year-old level, the boys chose this item more frequently than girls and, although at age fourteen the difference still existed, it was less marked in favor of the boys. On the Extrinsic Score derived by averaging the seven scale items, ten-year-old children scored higher by comparison than fourteen-year-old children.

At age fourteen, the children placed a higher value on work in which they could enjoy independence, on being successful through accomplishment, on working with friendly associates, and on having a job in which they could find variety. The fourteen-year-old children scored significantly higher than ten-year-old children in seeking self-satisfaction through doing a good job. In this connection a significant Age x Sex interaction appeared. The ten-year-old boys chose this scale item more times than girls, but by age fourteen, girls scored higher than boys. Furthermore, the fourteen-year-old children placed a higher value on work in pleasant surroundings. There was a significant Age x SES interaction. At the ten-year-old level, the higher status children expressed the desire for pleasant surroundings more frequently than working-class children, but at age fourteen the tendency was reversed. On the Intrinsic Score, derived by averaging the eight scale items, the fourteen-year-old children scored higher than ten-year-old children.

Taking the rankings within the two age groups, it can be seen that both ten- and fourteen-year-olds placed Altruism and Creativity among their first three ranks. For ten-year-olds the order was Altruism, Creativity, and Prestige. For fourteen-year-olds Self-Satisfaction came first, then Altruism, with Creativity third.

The last three rankings for these age groups contained two that were the same for both - Management and work like that of their fathers. However, the third value was different. For ten-year-olds the order was work like that of their fathers, Independence, and finally Management. For fourteen-year-olds Economic Returns came thirteenth, then Management, and finally work like that of the father.

Socioeconomic Status

There were several social status differences. The working-class children placed a higher value on work in which they could lead other people, on job security, and on work in which they could make a lot of money. Results show that Extrinsic Occupational Values were most important for these boys.

On the other hand, the higher status children more frequently selected work in which they could learn a lot of interesting things, seek creativity in their future jobs, and follow their fathers' careers.

Here there was one significant interaction between Sex and Socioeconomic Status. The working-class boys greatly excelled the working-class girls in the desire for independent work. The same tendency appeared in higher status children, but this difference in favor of boys over the girls was less marked.

Both lower and middle-class groups ranked the same values in the top three though in slightly different order. The lower-class group placed Altruism first, then Self-Satisfaction, with Creativity third. The middle-class group also placed Altruism first but ranked Creativity second and then Self-Satisfaction.

Independence, Management, and work like that of the father were given the last three rankings by the lower-class group while Economic Returns, work like that of the father, and Management were ranked in last places by the middle-class group.

Sex

Turning to sex differences we note that the boys placed a higher value on the desire for independent work, on work in which they could be creative and famous in their future careers, and in wanting to follow in their fathers' footsteps.

On the other hand, the girls more heavily emphasized the value of work where they could help other people, of seeking esthetic opportunities, and of self-satisfaction in their future careers, as well as of wanting to have a nice place to work in and friendly associates. They stressed the Intrinsic Occupational Values as most important to them.

Both males and females ranked the same values in the first three places but in slightly different order. Males ranked Creativity, Altruism, and Self-Satisfaction while females placed the values in the order Altruism, Self-Satisfaction, and Creativity. Two out of the last three values were the same. For males the order was Esthetics, work like that of the father, and Management, while for females it was Independence, Management, and work like that of the father.

OCCUPATIONAL INTEREST INVENTORY

Age

The results for Age as the main effect were not significant. However, there were two significant Age x Sex interactions. At the ten-year-old level, the boys showed greater occupational expectations than girls, whereas at age fourteen this pattern was reversed. It is interesting to note that with increasing age, expectations fell slightly in boys and rose in girls.

Turning to the discrepancy between aspirations and expectations, we note that boys and girls at both age levels showed slightly greater aspiration than expectation. In this connection, there was a significant Age x Sex interaction. At the ten-year-old level, the girls exceeded the boys, while at age fourteen, the boys excelled the girls. On the whole, the discrepancy between aspiration and expectation rose in the boys with increasing age and fell in the girls.

Socioeconomic Status

There were significant differences among the socioeconomic status groups in regard to all Occupational Interest Inventory variables except one. In general, the higher status children showed higher career aspirations than working-class children. However, there was a significant SES x Sex interaction. Working-class girls showed greater occupational aspirations than working-class boys. For the higher status children this pattern was reversed.

Turning to career expectations, the result for social status as the main effect was significant too. That is, the higher status children showed greater career expectations than working-class children.

A comparison of the child's aspirations with the level of the father's occupation revealed that working-class children tended to aspire to careers which were far above the level of their fathers' present jobs. On the other hand, there was no difference in the case of higher status children, who aspired to careers that their fathers had.

Comparing the aspirations of the working-class children with their fathers' and mothers' aspirations, it turns out that these children wanted to have a better career than their parents expected of them.

The higher status children expressed aspirations which were quite near to those of their parents.

Sex

There were no significant differences between boys and girls except one. That is, the girls aspired to careers which were considerably above the level of their fathers' jobs.

EDUCATIONAL ASPIRATION

Age

The ten-year-old children showed significantly higher educational aspirations by comparison with fourteen-year-old children. In this connection, there was a significant Age x SES interaction. Yet at the ten-year-old level, the higher status children showed higher aspiration than working-class children, while at age fourteen the aspiration differences in favor of the higher status children were even more marked.

Socioeconomic Status

The results for social status as the main effect were also significant. That is, the higher status children showed, on the average, higher educational aspirations than working-class children.

Sex

There was no difference between boys and girls with regard to their expressed educational aspirations.

SOCIAL ATTITUDES INVENTORY

Age

Only one significant difference relating to Age appeared on this instrument. The ten-year-old children stood out distinctly on Total Passive Defensive behavior. That is, they showed more frequent retreating behavior or passive endurance in reacting to various situations than did fourteen-year-old children.

As far as Total Active Coping is concerned, there was a significant Age x SES interaction. At the ten-year-old level, the higher status children scored slightly higher in this respect than working-class children, while at the fourteen-year-old level this difference in favor of the higher status children was still more marked.

On the Total Score for Passive Coping, there was a significant Age x Sex interaction. At the ten-year-old level, the boys appeared more passive copers than girls, whereas at age fourteen this was reversed.

Socioeconomic Status

There were three significant social status differences. The higher status children outdid the working-class children on their Total Score for Active and Passive Coping with problems. On the other hand, the working-class children excelled the higher status children on the Total Active Defensive Coping score. That is, the working-class children reacted more often with physical or verbal aggression in dealing with problems than did the higher status children.

Sex

There was a significant Sex difference on the Total Score for Active Coping. The results revealed that the boys were more active in their attempts to overcome and deal with environmental difficulties. Furthermore, the girls scored higher than the boys on Total Passive Defensive Coping behavior. That is, the girls, when they did deal with problems, more often revealed retreating behavior or passive compliance.

SENTENCE COMPLETION

Age

There were many Age effects and several interactions which showed up with this technique. In reacting to the Aggression items, the ten-year-old children showed significantly more Negative Affect than the fourteen-year-old children, while the fourteen-year-olds showed significantly more Neutral Affect. In this connection, a significant Age X SES interaction appeared. Ten-year-old working-class children showed more negative feelings than higher status children of the same age; at the fourteen-year-old level this was reversed and the higher status children showed more Negative Affect than working-class children. It is interesting to note that the higher status children showed the same amount of negative feelings at both age levels, whereas with the working-class children these feelings were significantly greater at the ten-year-old level and smaller in fourteen-year-old children. A second interaction we found was with regard to Neutral Affect. The ten-year-old higher status children betrayed a greater amount of emotional control when faced with an aggressive situation than ten-year-old working-class children. At age fourteen, this was reversed and the working-class children showed more Neutral Affect than higher status children.

We turn next to Authority. The ten-year-old children expressed a more positive attitude toward adults in general than fourteen-year-old children. In reacting to coping stems on Authority items, the ten-year-old children received significantly higher Stance scores while the fourteen-year-old children earned significantly higher scores for Engagement than the ten-year-old children. There was a significant Age x Sex interaction in the area of Engagement. Here, at age ten, the females received the higher scores; while at age fourteen, the males received the higher scores.

In dealing with Authority feelings, the ten-year-old children expressed a greater amount of Negative Affect than fourteen-year-old children, but there was also a significant Age x Sex interaction: the ten-year-old boys betrayed a greater amount of negative feeling toward authority than girls, a tendency reversed at the fourteen-year-old level when the girls showed more negative feelings than boys. In addition, the girls (who showed more negative feelings) did not change their negative feelings in dealing with authority problems with increasing age, but the incidence of negative feelings decreased with age in the boys.

A significant difference occurred between the two age levels with regard to Neutral Affect. The fourteen-year-old children showed more ability to handle authority situations in an emotionally neutral way than ten-year-old children. We notice still another Age x SES interaction as far as Positive Affect was concerned. At the ten-year-old level, the higher status children showed more positive feelings in dealing with authority problems than working-class children, but at the fourteen-year-old level this was reversed so the working-class children stood higher in this respect than their higher status agemates.

Let us consider next the responses on the Anxiety items. There were two Age x Sex interactions. On Stance and Engagement, the males received higher scores than the females at both age levels; however, this difference in favor of the males was significantly greater at age fourteen than at age ten.

In dealing with Interpersonal Relations, systematic age differences appeared in all Coping Style dimensions. The fourteen-year-old children showed significantly higher scores in Stance, Engagement, and Coping Effectiveness in comparison with ten-year-old children. In sum, both boys and girls coped more effectively with Interpersonal Relations problems with increasing age. As regards Affect, we noted that the ten-year-old children showed a greater amount of negative feeling than the fourteen-year-old children. However, there was a significant Age x SES interaction. At the ten-year-old level, the higher status children expressed more negative feelings when dealing with interpersonal relations problems than working-class children; at the fourteen-year-old level this was reversed so that the working-class children of that age showed more Negative Affect than the higher status children. The significant Age x Sex interaction showed that ten-year-old girls and boys expressed approximately the same amount of Neutral Affect, but at the fourteen-year-old level the males expressed more Neutral Affect than the females. Another significant interaction was observed for Frequency of Negative Affect. That is, though at both age levels females expressed more Negative Affect than males, this difference in favor of the females was significantly greater at age fourteen than at age ten.

We turn now to the Task Achievement items on Sentence Completion. Systematic age-related differences appeared on five of the seven scales for this particular area of behavior. The ten-year-old children, in general, showed a more positive attitude toward academic work at school than the fourteen-year-old children. On the other hand, the fourteen-year-old children scored higher on Coping Effectiveness in comparison with ten-year-old children. That is, the older pupils coped better and more successfully with schoolwork problems than younger children. In this connection, it turns out that the ten-year-old children showed more negative feelings than the fourteen-year-old children. The older age groups showed a greater amount of Neutral and Positive Affect in dealing with school achievement problems than younger groups of boys and girls.

There was a significant age difference in the Reality/Fantasy Achievement Discrepancy score. The ten-year-old children had the smaller discrepancy and this mean discrepancy was "positive." That is, ten-year-old children as a group tended to slightly underestimate their actual level of achievement. The fourteen-year-old children had the larger discrepancy and this mean discrepancy was "negative." That is, they tended to overestimate their actual achievement level and to overestimate it to a greater degree than did the ten-year-olds underestimate.

Finally, let us now consider summed scores across all areas of behavior on Sentence Completion. Systematic age differences occurred on all Total Scale dimensions. Turning first to the Total Attitudes scores, we find that in general the ten-year-old children showed a more positive attitude toward various real-life situations in comparison with fourteen-year-old children. A significant age difference appeared on Stance. Fourteen-year-old pupils scored higher on Stance than ten-year-old children. Furthermore, the fourteen-year-old children showed significantly higher scores on Engagement and Coping Effectiveness than ten-year-old children.

Significant Age x Sex interactions also occurred for these two variables. That is, at age ten, in both cases, the females excelled the males; while at age fourteen, the males excelled the females. Turning to Affect, we noted that the ten-year-old children showed a lot of Negative Affect by comparison with fourteen-year-old children. There was a significant Age x Sex interaction: at the ten-year-old level, the boys showed a greater incidence of negative feelings than girls, but at age fourteen this pattern was reversed. On Total Neutral Affect, the fourteen-year-old children scored higher than ten-year-old children. Again, a significant interaction was noted. At the ten-year-old level, there was virtually no difference between males and females in the expression of neutral feelings; however, by age fourteen the males showed a higher incidence of Neutral Affect than did the females. Finally, the fourteen-year-olds more frequently expressed Positive Affect than did the ten-year-old subjects. We noted three significant age differences in Parent/Child Interaction. For both the Self-Image scale and the Interaction with Mother scale, the fourteen-year-old subjects received the higher score. However, on the Parent/Child Interaction item concerning both parents, the ten-year-olds received the higher score.

Socioeconomic Status

In the area of Aggression there were no social class differences. However, for the variables of Stance and Engagement there were significant SES x Sex interactions. For both variables, the females achieved higher scores than the males in all cases. However, this difference in favor of the females was significantly greater among the upper-lower class subjects than among the upper-middle class subjects.

In the area of Authority, there was one significant social class difference for the variable Stance. Here the upper-lower class children received significantly higher scores than did the upper-middle class children. One significant interaction involved social class, and this was for the variable Frequency of Positive Affect with respect to Authority. For the SES x Sex interaction, in both social class groups the females expressed more Positive Affect; however, this difference in favor of the females was significantly greater in the middle-class than in the upper-lower class.

There were no social class differences in the area of Anxiety.

There were no significant social class differences in the area of Interpersonal Relations.

There was a SES x Sex interaction with regard to Coping Effectiveness in the Task Achievement area. The working-class boys showed, in general, a higher Coping Effectiveness score than the girls. A reversed pattern occurred with higher status children: the girls earned a higher Coping Effectiveness score than did the boys.

There was a significant social class difference in the Reality/Fantasy Achievement Discrepancy score . The upper-lower class children tended to overestimate their actual achievement; while the upper-middle class children tended to somewhat underestimate their actual achievement in their self-reports. The upper-middle class did not underestimate to the degree that the upper-lower class tended to overestimate their actual achievement.

On Total Sentence Completion items there were no social status differences. On the Reality/Fantasy Achievement Discrepancy score, the higher status children were far better actual school achievers than they portrayed themselves as being on the projective task achievement items. On the other hand, the working-class children showed a higher fantasy achievement as compared to their reality achievement.

On the Parent/Child Interaction items there were also no social status differences.

Sex

There were quite a lot of differences regarding Sex. On the Aggression items, the girls showed significantly higher scores on Stance, Engagement, and Coping Effectiveness than boys. Thus, the girls seemed to be more effective in dealing with aggression problems.

In reacting to Authority items, the girls showed a far better attitude toward adults in general than did the boys. The same discrepancy in favor of girls was evident with regard to Positive Affect in dealing with authority figures.

Let us turn next to the Anxiety items, where we found significant differences on all of the five scale dimensions. When faced with anxiety problems, the boys were more successful in dealing with situations that arouse anxiety, and scored higher on Stance, Engagement, and Coping Effectiveness in comparison with the girls. In this respect, the girls showed more negative feelings than boys. On the other hand, the boys reacted to these items more emotionally and neutrally than girls.

In the Interpersonal Relations area, the females received a significantly higher Attitude score than did the males. Also, the females received the higher score on Frequency of Negative Affect while the males scored higher on Frequency of Neutral Affect.

In Task Achievement the only significant sex difference involved Stance where the females received the higher score.

There was a significant sex difference in the Reality/Fantasy Achievement Discrepancy score. The females as a group tended to overestimate their actual level of achievement while the males tended to underestimate this actual achievement level. However, the degree of overestimation by the females was much greater than was the degree of underestimation by the males. In fact, the mean score for the males indicated that they perceived, as a whole, their achievement level rather accurately.

A significant difference appeared on the Total Attitude Score, where the girls in general showed a more positive attitude toward a variety of situations than boys. Also, females received the higher score on Frequency of Negative Affect, while males received higher scores on Frequency of Neutral Affect. In addition to this, the girls received a higher score on Interaction with Mother than did the boys.

Finally, there was a significant sex difference on the Reality/Fantasy Achievement score. We noted that the boys' Reality Achievement was greater than their Fantasy Score, whereas the girls showed greater Fantasy Achievement than their actual performance in school would merit.

STORY COMPLETION

Age

Fourteen-year-olds had significantly higher Coping Effectiveness scores on four stories - on the story dealing with Aggression, on that dealing with Academic Task Achievement, on that dealing with Authority when the mother was the main figure, and on that dealing with Interpersonal Relations (Story Seven). Although they did better than ten-year-olds on Stories Eight and Ten, neither age group reached the theoretical mean score for Coping Effectiveness. The opposite applied to Stories Four and Seven, both age groups scoring above the theoretical mean.

On no story did ten-year-olds cope significantly better than fourteen-year-olds.

As might be expected fourteen-year-olds scored significantly higher than ten-year-olds on the Total Coping Effectiveness score and on three of the Coping Style dimensions - Engagement, Initiation, and Implementation. They also scored significantly higher on Persistence.

The only dimension where ten-year-olds scored significantly higher was that of Sociability.

There were two significant interactions with class, one being on Affect Associated With the Outcome of the problem where both ten-year-old groups had equal scores, but upper-middle fourteen-year-olds scored higher than upper-lower fourteen-year-olds.

The second interaction was on Interpersonal Relations (Story Seven) where ten-year-old upper-middle boys coped better than ten-year-old upper-lower boys, with the situation being reversed at fourteen.

There were no Age x Sex interactions.

Socioeconomic Status

No individual story showed a significant class difference on Coping Effectiveness, but for the Total Coping Effectiveness dimension upper-middle class children scored significantly higher than lower-middle class children although the scores for both groups were above the theoretical mean.

More class differences occurred on the overall dimensions, with upper-middle class children scoring significantly higher than upper-lower class children on Engagement, Initiation, Persistence, Implementation, and Affect Associated With the Outcome.

There were three significant interactions with Sex on individual stories. On Story Five dealing with Anxiety, upper-lower males coped better than upper-lower females, but upper-middle females coped better than upper-middle males. Exactly the same situation applied for Story Seven on Interpersonal Relations, but on the other Interpersonal Relations story (Story Four) the situation was a little different, upper-lower females coping better than upper-lower males, but the position was reversed for middle-class children.

Sex

Males were better able to cope with an Anxiety situation than females. They also showed significantly more Affect associated with the solution to the problem than did females.

INTERPRETIVE COMMENTS

In their intellectual aptitude score on Raven, the children from the higher socioeconomic group achieved significantly higher scores than working-class children. School curriculum demands are the same for all children at primary level, and so they are more easily met by more intelligent children. This confirms results on achievement tests and school marks. Children of higher socioeconomic status achieved better scores both on Mathematics and Reading tests and received higher marks in basic subjects than working-class children. The differences in aptitude and school achievement can be explained by environmental influences. The parents of children of higher socioeconomic status have higher education, higher occupational qualifications, and therefore a higher standard of living. So their children have favorable conditions for mental development from the time they are born; this is reflected later on when they reach school.

Our results show that the differences in aptitude and school achievement are greater between status groups at ten years and less at fourteen. Fourteen-year-old working-class children show in general greater success at school than ten-year-olds of the same status. On the other hand, fourteen-year-old children of higher status achieve rather less success at school than ten-year-old children of the same socioeconomic status. Therefore, there is less difference between status levels at fourteen. We cannot explain these differences by saying that with working-class children motivation increases with years, but decreases slightly with higher status children. We maintain that these differences must be explained by selection processes in school. The higher classes of primary school (from the fifth to the eighth class) have separate teachers for each subject in a broad and demanding curriculum. For this reason, less intelligent children who live in poorer conditions cannot meet the demands in higher classes of primary school successfully and must, therefore, repeat classes. We could not include these children in our sample because they were repeating a class. On the other hand, the differences between status groups are less at fourteen, because a number of children from the higher socioeconomic level, usually the most intelligent, continue their studies after the fourth class of primary school at the classical department of one of the Ljubljana schools, where they have instruction in Latin in addition to the normal subjects. These children could not be included in our sample either. It is, therefore, understandable that differences in performance between status levels is less at fourteen than at ten.

Their classmates judged higher status children, on the Behavior Rating Scales, to be more hard-working at both school and outside-school activities. The differences in this respect were greater at ten years than at fourteen. These differences probably have the same origin as described above; less intelligent and less motivated pupils failed to reach the last class of primary school. In self-rating, the higher status children rated themselves similarly as more hard-working by comparison with working-class children. We conclude that children of higher socioeconomic status achieve greater success both in school and outside-school activities not only because of their better-developed attitudes, but also because of greater motivation for school work.

We explain the better school achievement of higher status children also by the fact that they showed greater initiative and persistence in problem solving, as revealed in their responses in Story Completion technique. At the same time their projections show that the fourteen-year-old working-class children developed greater implementation than higher status children. We believe that their projections reflect their domestic conditions, since they do not receive adequate help in overcoming school difficulties, and must help themselves in dealing with difficult situations.

It is interesting that in their responses on Sentence Completion ten-year-old high status children exhibited positive feelings in solving different problems by comparison with working-class children. At fourteen this tendency was reversed, so that working-class children showed more positive feelings in this respect than their peers from the higher status level. We also observed that children of a higher social status, although more successful at school than working-class children, were not, nevertheless, the most satisfied or the happiest children, as one would expect. We believe that their desire to be successful and to be outstanding is strong, and so they are suffering.

In general we observed that children of higher social status were more active in solving school and other kinds of problems and at the same time showed more obedience and more willingness to come to agreements. On the other hand, we noted that working-class children more often reacted to different problems with useless aggression than higher status children. This is in agreement with other data in the study.

In the opinion of their peers, the higher status children got along better with teachers and other adult persons than working-class children. This was particularly obvious in ten-year-old children but less in fourteen-year-olds; their projections on Story and Sentence Completion on the whole confirmed this. Ten-year-old higher status children coped more successfully with authority figures than their working-class peers. But we observed that fourteen-year-old working-class children coped with these problems better than children of higher status. We explain this by the fact that parents and teachers expect greater success from higher status children and, therefore, criticize them more often. We maintain that they are the focus of more severe parental and school pressures, which might well lead to stronger emotional tensions likely to influence their relations with authority figures. This is supported by the fact that higher status children showed less positive feelings in dealing with authority problems than working-class children.

The higher status children obviously showed not only better success at school, but also better behavior in interpersonal relations. The fact that classmates judged ten- and fourteen-year-old higher status children as getting along better with peers and coping more adequately with aggression shows that these children had reached a slightly higher degree of social maturity than working-class children. We explain this by the fact that parents with higher education direct their children very early towards non-aggressive and socially acceptable behavior. These findings are in line with research in other parts of the world.

At the same time it appears that children of higher status were considered by their classmates to be more sensitive and easily upset. However, because of this fact, they did not develop socially unacceptable relations toward people. This tendency to be upset decreased with years, so that at fourteen differences between status practically disappeared. In addition we observed that negative feelings in connection with interpersonal relations decreased with years but still prevailed in working-class children at the age of fourteen to a slightly greater extent than in higher status children. It seems that working-class children react more often in an inadequate and impulsive way, while higher status children learn to exhibit more reasoned behavior and to hold back their impulses.

Higher status children showed significantly higher occupational aspirations and expectations than working-class children. Besides this, they wished to continue their education longer than working-class children. This difference in educational aspirations was greater at fourteen than at ten. We explain the differences in occupational and educational aspirations by the fact that higher status children are stimulated and supported in their aspirations by their home environment. Parents wish that their children should reach the same or a higher level of education than they have achieved. At the same time the higher status children are conscious that they will realize their aspirations since they have adequate aptitude, receive very good marks at school and are also better motivated in schoolwork than working-class children. On the other hand, working-class children want careers considerably better than those achieved by their fathers. The results also show that working-class children felt that their ambitions were greater than those which their parents held for them. We believe that a certain number of working-class parents underrate the role of school and its significance for success in life. Again, a certain number do not have sufficient means for the children to be able to continue schooling, and, therefore, wish them to start earning as soon as possible. Successful working-class children certainly receive a financial grant to enable them to continue schooling, but there are not sufficient grants for all students who wish or need them.

The living conditions of working-class children were reflected in their choices on the Occupational Values instrument. Working-class children particularly favored jobs in which they could earn a lot of money and find job security. They also wished for work in which they could lead others; this is probably due to compensation, since the children were on the whole less successful at schoolwork and in overcoming various difficulties, though they would like to excel in life. Higher status children, on the other hand, were attracted by interesting and creative work; this is in agreement with their abilities, knowledge, and occupational aspirations. At the same time they wanted to have the same jobs as their fathers, at least in general. It seems that higher status children identify to a greater extent with the father figure than working-class children, and that the father serves as a guiding model. We can say that, on the whole, working-class children expressed the importance of elementary necessities of life, whereas higher status children exhibited a tendency to creativity.

Let us now return to the results where differences appeared with age. Our results lead us to conclude that there is a developmental increase in general effective coping behavior from ages ten to fourteen.

In general, fourteen-year-old children were more engaged and coped more effectively with schoolwork than ten-year-olds; this was revealed by their projections on the Sentence Completion technique. On the other hand, ten-year-old children exhibited more positive attitudes toward school and school activities than fourteen-year-olds. In addition to this, the ten-year-old children had a more positive attitude toward teachers and other adults than the fourteen-year-olds. Younger children were less critical toward authority figures and usually identified with them. On the contrary, the fourteen-year-old children were more critical toward authority figures, and because of their typical tendencies toward autonomy and individual moral judgments they usually came into conflict with parents and teachers. Both of these usually behave authoritatively and demand obedience, but adolescents wish for democratic discussion. More democratic relations at school and at home would have a favorable influence on the growing generation in their attitude toward school activities and studies in general, and so it would be desirable to make an effort in this direction. School would then be more attractive for them.

On the whole, fourteen-year-old children dealt more effectively with interpersonal relations problems than ten-year-olds; this was revealed by their responses on the Sentence Completion technique and their self-rating on Behavior Rating Scales. Their responses also revealed that they coped more effectively with aggression. This might indicate that with increasing years children learn and develop a socially more acceptable approach to interpersonal relations. This is because of the child's intellectual development, which permits more effective judgment and coping with interpersonal relations problems. We also know that in the adolescent period, interest in peers and friends increases, and therefore it is understandable that relations with peers are better and more tolerant.

The Sentence Completion instrument shows that ten-year-old children exhibited a greater amount of negative feelings in problem-solving and overcoming various difficulties than fourteen-year-old children. But on the contrary fourteen-year-old children showed a prevalence of neutral feelings. It is evident that because the children were more successful in solving problems, negative feelings decrease with age.

Ten-year-old children showed greater educational aspirations than fourteen-year-old children. We explain this by the fact that ten-year-old children are less critical and are still unable to perceive their own abilities, and so their aspirations do not appear to be quite realistic. This is also supported by their responses on the Occupational Values instrument. Ten-year-old children chose work with esthetic opportunities, work in which they could one day become famous, and work in which they could earn a lot of money. Besides this, they more often selected the same kind of work that their fathers do. This is probably connected with identification with the father-figure, who is usually more firm with younger children than with older ones. Fourteen-year-old children, on the other hand, wished to have a job in which they could be successful, find self-satisfaction, and furthermore wished for pleasant surroundings and friendly associates. They wanted to have a job in which they could enjoy independence and could find variety. We see that ten-year-old children stressed extrinsic values in their work, while fourteen-year-olds placed the emphasis more on intrinsic values. These changes are quite in agreement with the phenomenon of adolescence, when other values, particularly those connected with man and inner experience, come to the fore.

Finally, responses on Story Completion show that fourteen-year-old children exhibited greater initiative and greater independence and more persistence by comparison with ten-year-old children. We assume that the differences between ten- and fourteen-year-old children are due to typical developmental changes at that period. It was revealed that fourteen-year-old children coped more effectively with school problems, authority figures, interpersonal relations problems, and various other problems in life. This would seem to indicate that fourteen-year-old children are more mature in their intellectual and personality development than ten-year-old children. They are, therefore, more critical and more realistic.

Finally, we should like to give general consideration to the issue of sex differences. The girls received significantly higher marks in basic subjects than boys. But this did not mean that they had a better mastery of subject matter and a more extensive knowledge than boys. On the objective Mathematics test, there were no significant differences between sexes, but on the Reading Achievement test, the boys achieved greater success than girls. We can explain the fact that girls receive better marks than boys by stating that they are more disciplined and hard-working at school, and so probably get along better with teachers. We, therefore, believe that teachers are more favorably inclined toward them, and this might lead to a more favorable marking of their knowledge. This statement agrees with ratings by peers, who thought that the girls were more hard-working in schoolwork and got along better with teachers than boys.

Very obvious differences between boys and girls were revealed on the Sentence Completion with regard to coping with aggression. Girls were more engaged and dealt more effectively with aggression. We account for this by the fact that aggressive behavior on the part of boys may be accepted as quite normal and so tolerated, whereas we usually condemn it in girls. Girls, therefore, try to adjust their behavior to these traditional demands.

Boys, on the contrary, showed greater effectiveness in dealing with situations arousing anxiety than did girls. We normally expect boys to cope more effectively with anxiety situations than girls, since the environment reinforces boys in such behavior at a very early age. It is traditional that courage is desirable in boys as a sign of their manliness. We know that boys try very hard to avoid appearing cowards in the eyes of others.

Classmates rated girls as getting along better with peers. On projective techniques, dealing with interpersonal relations, no clear differences due to sex arose. Some interactions showed that ten-year-old girls were more effective in their interpersonal relations than boys, but at age fourteen the boys were more successful in this respect. We might explain this by saying that the boys improve their relationship with girls in early adolescence. They are less aggressive toward girls than they were earlier, and they want to enjoy friendly relations with them.

It is interesting that there were no differences between the sexes in their educational and occupational aspirations. This might be explained by the fact that both sexes are socially equal and that they have equal opportunities for schooling. There was a slight indication that with working-class children the occupational aspirations were higher in girls than in boys, but with higher status children this was reversed, and boys exhibited greater aspirations than girls. The reason is probably that working-class girls would like to become office workers rather than skilled manual workers. Higher status boys, on the other hand, would like to attain more responsible and leading functions in professions and society. In general, all children wished to attain a socially more respected job than their fathers have, but this tendency was more significantly stressed in girls than in boys. This is a normal phenomenon in modern society, which needs more and more highly educated specialists.

Significant differences between boys and girls also appeared on the Occupational Values instrument. Boys wanted to have a job in which they could enjoy independence, be creative, and become famous. Boys were more inclined to wish for the jobs that their fathers had, and this was especially true for ten-year-old boys. We account for this by the fact that ten-year-old boys identify more strongly with the father, but this has dropped sharply by fourteen. The need for independence is very strong in adolescents, and they look outside the family to find their ideals. Girls on the other hand desired to engage in esthetic activities, to find self-satisfaction in work, and to help other people. They also wished to have pleasant surroundings and friendly associates to work with. In general, the girls emphasized intrinsic values in their work more strongly than boys.

In general, boys make more active attempts and show more persistence in dealing with problems and overcoming difficulties. Girls react to school and other difficulties more often by giving up and retreating. They are more easily upset and exhibit more negative feelings than boys. The boys, on the contrary, are less easily upset and react with more neutral feelings in similar situations.

FIGURE 1
YUGOSLAVIA - STAGE I

GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	1	2	3	4	5	6	7	8	9	10	11	12
YUGOSLAVIA					PEER BRS							
	RAVEN	MATH	READING	GPA	#1 Task Ach. Academic	#2 Task Ach. Non-Academic	#3 Authority	#4 IPR Peers	#5 Not Upset	#6 Self Assertion	#7 Cope Aggression	Summary Score
10 UL M	47.64	8(-)46.32	47.72	8(-)44.82	8(-) .85	8(-) .85	8(-) .82	8(-) .86	1.05	1.01	8(-) .96	8(-) .84
F	49.36	49.00	8(-)46.54	6(-)46.91	6(-) 1.01	.99	1.09	1.02	.95	.96	1.01	1.03
UM M	51.99	1(+)53.60	1(+)54.45	1(+)54.41	2(+) 1.34	2(+) 1.15	3(+) 1.21	2(+) 1.21	.96	.98	1(+) 1.12	2(+) 1.23
F	51.42	51.51	51.50	2(+)54.39	1(+) 1.38	1(+) 1.19	1(+) 1.34	1(+) 1.26	8(-) .83	.94	2(+) 1.11	1(+) 1.29
14 UL M	47.86	49.19	49.68	7(-)46.50	7(-) .94	1.02	7(-) .91	7(-) .96	1(+) 1.06	.99	1.03	7(-) .96
F	50.50	48.60	7(-)47.20	48.22	1.04	7(-) .93	1.11	1.02	.93	8(-) .92	7(-) .98	1.02
UM M	50.32	49.83	2(+)52.48	51.29	1.13	1.05	6(-) 1.01	1.06	1.00	1(+) 1.05	1.07	1.05
F	51.30	52.15	50.67	3(+)53.77	3(+) 1.26	1.07	2(+) 1.24	1.12	.98	1.03	1.00	1.17
AGE									10< 14			
SES	L< M	L< M	L< M	L< M	L< M	L< M	L< M	L< M	L >M		L< M	L< M
SEX			M >F	M< F	M< F		M< F	M< F	M >F	M >F		M< F
AGE-SES		10L≪10M 14L< 14M		10L≪10M 14L< 14M	10L≪10M 14L< 14M	10L≪10M 14L< 14M	10L≪10M 14L< 14M	10L≪10M 14L< 14M	10L >10M 14L = 14M	10L >10M 14L< 14M	10L≪10M 14L< 14M	10L≪10M 14L< 14M
AGE-SEX											10M< 10F 14M >14F	
SES-SEX												

VARIABLES	13	14	15	16	17	18	19	20
YUGOSLAVIA	SELF-RATING BRS							
	#1 Task Ach. Academic	#2 Task Ach. Non-Academic	#3 Authority	#4 IPR Peers	#5 Not Upset	#6 Self Assertion	#7 Cope Aggression	Summary Score
10 UL M	.99	8(-) .92	1.04	1.07	1.00	.92	1.06	7.5(-) 1.00
F	.96	.99	1.06	8(-) 1.00	.95	.94	8(-) 1.03	7.5(-) 1.00
UM M	1.03	1.05	8(-) 1.02	7(-) 1.01	1.02	.96	1.08	1.03
F	1.03	1.03	1.06	1.02	.97	.99	1.05	1.03
14 UL M	8(-) .89	1.13	1.08	1.12	.99	1.01	1(+) 1.30	1.06
F	.94	1.07	1.19	1.13	.95	.94	1.14	1.08
UM M	.99	1(+) 1.26	1.20	1(+) 1.26	.85	1.05	1.11	2(+) 1.16
F	1(+) 1.10	1.13	1(+) 1.25	2(+) 1.24	.93	1.03	1.23	1(+) 1.18
AGE		10< 14	10< 14	10< 14			10< 14	10< 14
SES	L< M	L< M						L< M
SEX								
AGE-SES				10L >10M 14L< 14M				
AGE-SEX								
SES-SEX								

FIGURE 1
YUGOSLAVIA - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	21	22	23	24	25	26	27	28	29
YUGOSLAVIA	OCCUPATIONAL VALUES								
	Altruism	Esthetics	Independence	Management	Success and Accomplishment	Self-Satisfaction	Intellectual Stimulation	Creativity	Security
10 UL M	8.73	5.80	5.85	4.40	8(-) 6.92	7(-) 7.83	7.77	8.90	6.52
F	9.24	2(+) 7.35	6(-) 5.31	1(+) 4.44	7.42	8(-) 7.75	7.98	8.22	6.52
UM M	9.24	7(-) 5.53	8(-) 5.14	3.41	7(-) 7.13	8.34	1(+) 8.42	1(+) 9.47	6.00
F	9.43	1(+) 7.73	7(-) 5.24	3.83	6(-) 7.14	8.10	8.15	8.25	8(-) 5.84
14 UL M	8(-) 8.46	8(-) 5.18	1(+) 6.92	4.36	3(+) 8.33	9.02	6.98	8.69	1(+) 7.17
F	9.45	3(+) 7.20	5.83	3.86	2(+) 8.41	2(+) 9.78	8(-) 6.05	8(-) 7.70	7.06
UM M	8.95	6(-) 5.55	2(+) 6.57	3.41	7.94	8.61	8.01	9.41	6.15
F	1(+) 9.91	6.60	3(+) 6.42	8(-) 3.22	1(+) 8.42	1(+)10.08	7.33	8.39	5.97
AGE		10 >14	10< 14		10< 14	10< 14	10 >14		
SES				L >M			L< M	L< M	L >M
SEX	M< F	M< F	M >F			M< F		M >F	
AGE-SES									
AGE-SEX						10M >10F 14M< 14F			
SES-SEX			LM≫LF MM >MF						

VARIABLES	30	31	32	33	34	35	36	37
YUGOSLAVIA	OCCUPATIONAL VALUES (Continued)							
	Prestige	Economic Returns	Surroundings	Associates	Variety	Follow Father	Intrinsic OV Score	Extrinsic OV Score
10 UL M	1(+) 8.59	2(+) 7.01	8(-) 6.67	8(-) 7.09	6.43	2(+) 6.49	6.97	1(+) 7.04
F	8.58	1(+) 7.17	6(-) 6.96	7.41	7(-) 6.32	4.33	7.08	6.91
UM M	8.20	7(-) 5.62	7(-) 6.94	7.31	6.41	1(+) 7.81	8(-) 6.92	6.93
F	7.88	6.38	7.23	7.70	8(-) 6.25	3(+) 5.85	7.12	6.86
14 UL M	7.98	5.96	3(+) 8.18	7.54	7.40	6(-) 2.83	7.13	6.86
F	7.39	6.16	1(+) 8.70	1(+) 8.72	7.28	8(-) 1.40	7.15	6.83
UM M	8.48	6.23	7.44	7.28	2(+) 7.55	3.41	7.26	6.70
F	8(-) 6.98	8(-) 5.02	2(+) 8.30	8.05	1(+) 7.69	7(-) 2.64	1(+) 7.46	8(-) 6.48
AGE	10 >14	10 >14	10< 14	10< 14	10< 14	10 >14	10< 14	10 >14
SES		L >M				L< M		L >M
SEX	M >F		M< F	M< F		M >F	M< F	
AGE-SES			10L< 10M 14L >14M					
AGE-SEX		10M< 10F 14M >14F				10M≫10F 14M >14F		
SES-SEX								

FIGURE 1
YUGOSLAVIA - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	38	39	40	41	42	43	109	44	45	46	47
YUGOSLAVIA	OCCUPATIONAL INTEREST INVENTORY							SOCIAL ATTITUDES INVENTORY TOTALS			
	Child Aspiration	Expectation	Expectation-Aspiration	Father Occ. -Aspiration	Father Asp. -Aspiration	Mother Asp. -Aspiration	Child Edu. Aspiration	Active Coping	Passive Coping	Active Defensive	Passive Defensive
10 UL M	8(-) 3.02	6(-) 3.12	6.10	4(+) 7.11	6.21	6.20	6(-) 2.55	5.26	4.68	1.86	2.97
F	2.72	7(-) 3.14	6.40	2(+) 7.31	6.26	6.30	2.40	4.66	4.42	1.81	2(+) 3.32
UM M	2.34	2(+) 2.45	6.11	8(-) 5.96	5.94	6.05	1(+) 1.71	5.20	5.13	1.38	2.98
F	2.41	2.71	6.29	7(-) 6.02	6.03	6.16	3(+) 1.88	4.82	4.81	1.19	3.29
14 UL M	7(-) 2.93	8(-) 3.23	6.30	3(+) 7.17	6.27	6.20	8(-) 3.07	5.18	4.69	1.86	7(-) 2.30
F	2.67	3.03	6.36	1(+) 7.44	6.32	6.49	7(-) 2.84	8(-) 4.64	4.87	1.95	1(+) 3.35
UM M	1(+) 2.30	3(+) 2.53	6.23	6(-) 6.04	6.09	6.15	1.93	1(+) 5.73	4.63	1.72	8(-) 2.21
F	2(+) 2.33	1(+) 2.41	6.08	5(-) 6.21	6.02	6.12	2(+) 1.86	5.40	5.00	1.47	2.47
AGE							10 > 14				10 > 14
SES	L < M	L < M		L > M	L > M	L > M	L < M	L < M		L > M	
SEX				M < F				M > F			M < F
AGE-SES							10L < 10M 14L ≪ 14M	10L < 10M 14L ≪ 14M			
AGE-SEX		10M > 10F 14M < 14F	10M < 10F 14M > 14F						10M > 10F 14M < 14F		
SES-SEX	LM < LF MM > MF										

VARIABLES	48	49	50	51	52	53	54	55	56	57	58	59
YUGOSLAVIA	SENTENCE COMPLETION SCALES											
	AGGRESSION					AUTHORITY						
	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Attitude	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Frequency Affect Pos.
10 UL M	1.67	1.66	8(-) 1.73	1(+) .91	8(-) .09	6.79	1(+) 9.79	7.57	11.45	1.48	2.46	.06
F	1.86	1.83	1.93	.83	.17	6.99	9.77	7.55	11.81	1.45	2.44	.11
UM M	1.77	1.69	1.94	.79	.21	6.63	9.64	8(-) 7.25	11.33	1.55	8(-) 2.36	.09
F	1.87	1.85	2.06	.75	.25	6.97	9.63	7(-) 7.43	12.11	1.34	2.42	1(+) .24
14 UL M	8(-) 1.65	8(-) 1.60	1.86	8(-) .69	1(+) .31	6.35	9.62	2(+) 7.90	11.67	1.26	2.63	.11
F	1(+) 1.94	1(+) 1.90	1(+) 2.12	.77	.23	6.85	9.61	7.64	11.73	1.39	2.50	.11
UM M	1.77	1.73	1.93	.77	.23	6.46	9.41	1(+) 7.97	11.55	1.16	1(+) 2.80	8(-) .04
F	1.81	1.79	1.98	.78	.22	6.60	8(-) 9.36	7.61	11.50	1.42	2.44	.14
AGE				10 > 14	10 < 14	10 > 14	10 > 14	10 < 14		10 > 14	10 < 14	
SES							L > M					
SEX	M < F	M < F	M < F			M < F						M < F
AGE-SES				10L > 10M 14L < 14M	10L < 10M 14L > 14M							10L < 10M 14L > 14M
AGE-SEX								10M < 10F 14M > 14F		10M > 10F 14M < 14F		
SES-SEX	LM ≪ LF MM < MF	LM ≪ LF MM < MF										LM < LF MM ≪ MF

FIGURE 1
YUGOSLAVIA - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	60	61	62	63	64	65	66	67	68	69	70	71
YUGOSLAVIA	SENTENCE COMPLETION SCALES (Continued)											
	ANXIETY					INTERPERSONAL RELATIONS						
	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Attitude	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Frequency Affect Pos.
10 UL M	4.62	4.26	5.34	.81	1.19	8.85	8(-) 5.98	8(-) 5.76	7(-) 8.26	.74	2.23	.03
F	4.48	4.14	4.99	.97	1.03	9.27	7(-) 6.03	5.97	8.33	.74	2.26	0.00
UM M	4.73	4.30	5.30	.82	1.18	8.75	6.08	7(-) 5.81	6(-) 8.27	.82	2.15	.02
F	4.55	4.16	4.88	1.01	.99	8.94	6(-) 6.08	6(-) 5.90	8(-) 8.17	1(+) .86	8(-) 2.12	.02
14 UL M	1(+) 4.94	4.44	1(+) 5.88	8(-) .63	1(+) 1.37	8.52	3(+) 6.52	3(+) 6.46	2(+) 9.40	.64	2.35	.01
F	8(-) 4.39	4.13	8(-) 4.69	1(+) 1.09	8(-) .91	9.01	2(+) 6.70	2(+) 6.60	3(+) 9.29	.83	2.14	.03
UM M	4.78	1(+) 4.48	5.43	.70	1.30	8.58	1(+) 6.75	1(+) 6.64	1(+) 9.88	8(-) .52	1(+) 2.45	.02
F	4.46	8(-) 4.11	4.90	.98	1.02	8.64	6.49	6.41	8.98	.76	2.18	.06
AGE							10 < 14	10 < 14	10 < 14	10 > 14		
SES												
SEX	M > F	M > F	M > F	M < F	M > F	M < F				M < F	M > F	
AGE-SES										10L < 10M 14L > 14M		
AGE-SEX	10M > 10F 14M ≫ 14F	10M > 10F 14M ≫ 14F								10M < 10F 14M ≪ 14F	10M = 10F 14M > 14F	
SES-SEX												

VARIABLES	72	73	74	75	76	77	78
YUGOSLAVIA	SENTENCE COMPLETION SCALES (Continued)						
	TASK ACHIEVEMENT						
	Attitude	Stance	Engagement	Coping	Frequency Affect Negative	Frequency Affect Neutral	Frequency Affect Positive
10 UL M	6.95	7.07	6.41	10.12	2(+) .72	2.05	.23
F	6.75	7.14	6.40	9.77	3(+) .72	2.11	.17
UM M	7.04	6.94	6.24	9.73	1(+) .75	2.02	.23
F	7.01	7.41	6.47	10.55	.59	2.15	.26
14 UL M	6.66	7.22	6.38	10.58	6(-) .42	2.29	.30
F	6.56	7.28	6.40	10.52	.51	2.17	.32
UM M	6.53	7.19	6.39	10.45	8(-) .37	2.26	.38
F	6.94	7.51	6.65	10.94	7(-) .40	2.30	.31
AGE	10 > 14			10 < 14	10 > 14	10 < 14	10 < 14
SES							
SEX		M < F					
AGE-SES							
AGE-SEX							
SES-SEX				LM > MF MM < MF			

FIGURE 1
YUGOSLAVIA - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	79	80	81	82	83	99	100	84	85	86	87	88
YUGOSLAVIA	SENTENCE COMPLETION SCALES (Continued)											
	SCORE TOTALS											
	Attitude	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Frequency Affect Pos.	Sentence 37 &14 Self-Image	Sentence 2 & 22 Inter-action	Sentence 2 and 37 Mother	Sentence 22 and 14 Father	Real/Fantasy Achievement Discrepancy
10 UL M	22.51	29.19	7(-)25.67	7(-)36.53	4.66	8.02	.32	3.77	5.41	4.99	4.01	-2.39
F	1(+)23.01	29.40	25.82	36.60	2(+) 4.71	8.01	.28	8(-) 3.54	5.51	8(-) 4.74	4.06	-2.09
UM M	22.29	29.28	8(-)25.30	8(-)36.42	1(+) 4.74	8(-) 7.92	.34	3.60	1(+) 5.58	4.91	3.87	1(+) 5.58
F	22.90	29.61	25.80	37.54	4.55	7(-) 7.93	.52	3.87	5.51	5.00	4.21	.16
14 UL M	8(-)21.40	30.08	2(+)26.72	1(+)39.26	7(-) 3.64	2(+) 8.94	.42	3.95	8(-) 4.89	5.00	3.74	-2.07
F	22.43	29.86	26.49	38.05	4.59	7.94	.47	1(+) 4.18	5.41	5.10	4.31	8(-) -4.44
UM M	21.51	29.93	1(+)27.18	2(+)39.03	8(-) 3.51	1(+) 9.05	.44	4.12	5.04	5.11	4.10	.97
F	22.15	29.70	26.51	38.18	4.34	8.16	.50	4.05	5.15	1(+) 5.23	3.97	-2.38
AGE	10 > 14	10 < 14	10 < 14	10 < 14	10 > 14	10 < 14	10 < 14	10 < 14	10 > 14	10 < 14		10 > 14
SES												L < M
SEX	M < F				M < F	M > F					M < F	M > F
AGE-SES												
AGE-SEX			10M < 10F 14M > 14F	10M < 10F 14M > 14F	10M > 10F 14M < 14F	10M = 10F 14M > 14F						
SES-SEX												

VARIABLES	89	90	91	92	93	94	95
YUGOSLAVIA	STORY COMPLETION SCALE SUMS						
	Stance	Engagement	Initiation	Implementation	Affect Tone 1st	Affect Tone 2nd	Persistence
10 UL M	2.65	7.17	11.42	12.51	14.34	16.15	7(-) 5.10
F	2.82	8(-) 6.62	8(-)10.55	8(-)11.00	8(-)13.79	15.89	8(-) 4.82
UM M	2.67	7.31	11.21	7(-)12.31	14.27	15.92	5.28
F	2.73	8.22	12.41	13.02	14.49	16.16	5.78
14 UL M	2.70	7.76	11.80	13.50	14.46	8(-)15.78	5.75
F	2.79	8.35	12.67	2(+)14.29	14.26	16.06	1(+) 6.33
UM M	2.75	1(+) 8.56	1(+)13.18	1(+)14.54	1(+)14.78	1(+)17.22	2(+) 6.26
F	2.72	8.16	12.54	13.92	14.07	16.16	6.15
AGE		10 < 14	10 < 14	10 < 14			10 < 14
SES		L < M	L < M	L < M		L < M	L < M
SEX					M > F		
AGE-SES						10L = 10M 14L < 14M	
AGE-SEX							
SES-SEX							

FIGURE 1
YUGOSLAVIA - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	107	102	108	104	103	106	101	105	96	97	98
YUGOSLAVIA	STORY COMPLETION COPING EFFECTIVENESS									STORY COMPLETION SCALES	
	Story 8 Aggression	Story 2 Authority	Story 10 Authority	Story 5 Anxiety	Story 4 IPR	Story 7 IPR	Story 1 Academic TA	Story 6 Non-Academic TA	TOTAL Coping Effectiveness	Sociability	Attitude Towd.Auth.
10 UL M	10.72	2.16	9.34	1(+)13.96	14.22	6.21	17.85	11.32	88.48	1(+) 2.19	1.96
F	10.96	2.04	8(-) 9.26	8(-)12.33	13.95	8(-) 5.11	18.33	10.47	8(-) 84.62	1.96	1.99
UM M	10.80	1.69	10.11	13.13	14.25	5.94	18.14	11.07	7(-) 87.56	1.97	1.94
F	11.30	2.22	9.87	13.55	14.20	7.52	18.30	11.67	93.13	2.03	1.97
14 UL M	11.63	1.98	10.55	13.88	13.41	1(+) 8.60	18.04	11.48	90.93	1.79	2.00
F	11.99	2.00	1(+)12.07	13.14	14.68	7.49	19.84	11.79	2(+) 96.96	1.85	1.98
UM M	12.58	2.32	11.04	13.94	14.65	7.32	19.63	11.40	1(+)100.31	1.93	1.92
F	11.94	2.48	11.14	13.69	13.92	6.95	19.89	12.29	96.23	8(-) 1.76	2.04
AGE	10 < 14		10 < 14			10 < 14	10 < 14		10 < 14	10 > 14	
SES									L < M		
SEX				M > F							
AGE-SES						10L < 10M 14L > 14M					
AGE-SEX											
SES-SEX				LM > LF MM < MF	LM < LF MM > MF	LM > LF MM < MF					

FIGURE 2
YUGOSLAVIA - STAGE I

YUGOSLAVIA

ORDER OF PREFERENCE FOR OCCUPATIONAL VALUES

						10 Year Olds				14 Year Olds			
10	14	Lower	Middle	Male	Female	U.L.M.	U.L.F.	U.M.M.	U.M.F.	U.L.M.	U.L.F.	U.M.M.	U.M.F.
1. Altruism 9.16	Self Sat. 9.37	Altruism 8.97	Altruism 9.38	Creat. 9.12	Altruism 9.51	Creat. 8.90	Altruism 9.24	Creat. 9.47	Altruism 9.43	Self Sat. 9.02	Self Sat. 9.78	Creat. 9.41	Self.Sat. 10.08
2. Creat. 8.71	Altruism 9.19	Self Sat. 8.60	Creat. 8.88	Altruism 8.85	Self Sat. 8.93	Altruism 8.73	Prestige 8.58	Altruism 9.24	Creat. 8.25	Creat. 8.69	Altruism 9.45	Altruism 8.95	Altruism 9.91
3. Prestige 8.31	Creat. 8.55	Creat. 8.38	Self Sat. 8.78	Self Sat. 8.45	Creat. 8.14	Prestige 8.59	Creat. 8.22	Intell.S. 8.42	Intell.S. 8.15	Altruism 8.46	Assoc. 8.72	Self Sat. 8.61	Success 8.42
4. Intell.S. 8.08	Success 8.28	Prestige 8.13	Intell.S. 7.98	Prestige 8.31	Assoc. 7.97	Self Sat. 7.83	Intell.S. 7.98	Self Sat. 8.34	Self Sat. 8.10	Success 8.33	Surround. 8.70	Prestige 8.48	Creat. 8.39
5. Self Sat. 8.01	Surround. 8.15	Success 7.77	Prestige 7.88	Intell.S. 7.80	Success 7.85	Intell.S. 7.77	Self Sat. 7.75	Prestige 8.20	Prestige 7.88	Surround. 8.18	Success 8.41	Intell.S. 8.01	Surround. 8.30
6. Assoc. 7.38	Assoc. 7.89	Assoc. 7.69	Success 7.66	Success 7.58	Surround. 7.80	Assoc. 7.09	Success 7.42	Father 7.81	Esthet. 7.73	Prestige 7.98	Creat. 7.70	Success 7.94	Assoc. 8.05
7. Success 7.15	Prestige 7.70	Surround. 7.63	Assoc. 7.58	Surround. 7.31	Prestige 7.71	Economic 7.01	Assoc. 7.41	Assoc. 7.31	Assoc. 7.70	Assoc. 7.54	Prestige 7.39	Variety 7.55	Variety 7.69
8. Surround. 6.95	Variety 7.48	Intell.S. 7.19	Surround. 7.48	Assoc. 7.30	Intell.S. 7.38	Success 6.92	Esthet. 7.35	Success 7.13	Surround. 7.23	Variety 7.40	Variety 7.28	Surround. 7.44	Intell.S 7.33
9. Esthet. 6.60	Intell.S. 7.09	Variety 6.86	Variety 6.98	Variety 6.95	Esthet. 7.22	Surround. 6.67	Economic 7.17	Surround. 6.94	Success 7.14	Security 7.17	Esthet. 7.20	Assoc. 7.28	Prestige 6.98
10. Economic 6.55	Security 6.58	Security 6.82	Esthet. 6.35	Security 6.46	Variety 6.89	Security 6.52	Surround. 6.96	Variety 6.41	Economic 6.38	Intell.S. 6.98	Security 7.06	Indep. 6.57	Esthet. 6.60
11. Variety 6.35	Indep. 6.44	Economic 6.58	Security 5.99	Edonomic 6.21	Security 6.35	Father 6.49	Security 6.52	Security 6.00	Variety 6.25	Indep. 6.92	Economic 6.16	Economic 6.23	Indep. 6.42
12. Security 6.22	Esthet. 6.13	Esthet. 6.38	Indep. 5.84	Indep. 6.12	Economic 6.18	Variety 6.43	Variety 6.32	Economic 5.62	Father 5.85	Economic 5.96	Intell.S. 6.05	Security 6.15	Security 5.97
13. Father 6.12	Economic 5.84	Indep. 5.98	Economic 5.81	Esthet. 5.52	Indep. 5.70	Indep. 5.85	Indep. 5.31	Esthet. 5.53	Security 5.84	Esthet. 5.18	Indep. 5.83	Esthet. 5.55	Economic 5.02
14. Indep. 5.39	Manage. 3.71	Manage. 4.27	Father 4.93	Father 5.14	Manage. 3.84	Esthet. 5.80	Manage. 4.44	Indep. 5.14	Indep. 5.24	Manage. 4.36	Manage. 3.86	Manage. 3.41	Manage. 3.22
15. Manage. 4.02	Father 2.57	Father 3.76	Manage. 3.47	Manage. 3.90	Father 3.55	Manage. 4.40	Father 4.33	Manage. 3.41	Manage. 3.83	Father 2.83	Father 1.40	Father 3.41	Father 2.64

ANOVA OF MEANS:
HYPOTHESES AND FINDINGS

DEMOGRAPHIC MEASURES

> Upper-middle class children will have higher Educational Aspirations than will upper-lower class children.

This hypothesis was verified at greater than the .05 level of significance. The mean aspiration level for the upper-middle class children was 1.85, while the mean for the upper-lower class children was 2.72.[1]

ACHIEVEMENT MEASURES

> Upper-middle class children will have higher Achievement scores than will upper-lower class children.

This hypothesis was verified with data from all four Aptitude and Achievement measures with the upper-middle class children scoring significantly higher in each case. The greatest difference between the two social classes was for Grade Point Average, while the smallest difference was for the Raven.

> Girls will have higher Achievement scores than will boys.

This hypothesis was verified only for GPA where the girls scored significantly higher than did the boys. For Reading Achievement, the males were significantly higher than the females, while on the other two measures there were no sex differences. Thus, it cannot be said that this hypothesis was verified from the results of Yugoslavian data.

OCCUPATIONAL MEASURES

> Upper-middle class children will have higher objective status level Occupational Expectations than will upper-lower class children.

This hypothesis was verified with the social class difference significant at greater than the .05 level. The upper-middle class children had a Mean Score of 2.53, while the upper-lower class children had a Mean Score of 3.13.

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[1] The lower the score the higher the aspiration.

> Upper-middle class children will have a higher level of objective Occupational Aspiration than will upper-lower class children.

This hypothesis also was verified with the social class difference significant at greater than the .05 level. The upper-middle class children had a Mean Score of 2.34, while the upper-lower class children had a Mean Score of 2.83.

> Upper-middle class children will have different discrepancy scores between Occupational Aspiration and Expectation than will the upper-lower class children.

This hypothesis was not verified with Yugoslavian data, as there was no significant social class difference for this variable.

> Upper-middle class children will prefer different Occupational Values than will upper-lower class children.

Six of the fifteen Occupational Values showed significant social class differences in frequency of choice of the values. Thus, the hypothesis was supported to a lesser degree with Yugoslavian data than with data from most other countries. Upper-middle class children showed preferences for Intellectual Stimulation, Creativity, and Follow Father, while upper-lower class children showed greater preference for Management, Security, and Economic Returns.

> Upper-lower class children will show a greater preference for "Extrinsic" Occupational Values than will upper-middle class children.

This hypothesis was verified with the social class difference in favor of the upper-lower class, being significant at greater than the .05 level. The upper-lower class children had a Mean Score of 6.91, while the upper-middle class children had a Mean Score of 6.74.

> Males will have a higher objective Expectation level than will females.

This hypothesis was not verified as there was no significant sex difference for this variable.

> Males will have a higher objective Aspiration level than will females.

This hypothesis also was not verified as there was no significant sex difference for this variable.

> Males will prefer different Occupational Values than will females.

There were significant sex differences for nine of the fifteen Occupational Values, thus lending fairly good support to the hypothesis. Males preferred Independence, Creativity, Prestige, and Follow Father. The females preferred Altruism, Esthetics, Self-Satisfaction, Surroundings, and Associates. These sex differences were all significant at greater than the .05 level.

> Females will more frequently choose "Intrinsic" Occupational Values than will males.

This hypothesis was verified with the mean score for the females being significantly higher than that of the males, with a significance level of greater than .05.

> Males will more frequently choose "Extrinsic" Occupational Values than will females.

This hypothesis was not verified with Yugoslavian data, as there was not a significant sex difference for this variable.

COPING STYLE MEASURES

> Upper-middle class children will demonstrate a different style of coping than will upper-lower class children.

On the Social Attitudes Inventory, two of the four scales showed significant social class differences, thus lending partial support to the hypothesis. Upper-middle class children scored significantly higher on the Active Coping scale, while upper-lower class children scored significantly higher on the Active Defensive scale.

The data from the Sentence Completion did not lend support to this hypothesis as, of all thirty-two variables, only one showed a significant social class difference. That was Authority Stance where the upper-lower class children excelled.

On the Story Completion the upper-middle class children excelled on five of the nine Coping Style dimensions. These were Engagement, Initiation, Implementation, Affect Associated With the Outcome, and Persistence.

Thus, two of the instruments lent support to the hypothesis with seven of the thirteen Coping Style dimensions showing significant social class differences. However, the almost total lack of supporting evidence from any of the thirty-two Sentence Completion variables cast some serious doubt on the validity of the hypothesis for Yugoslavian children.

> Males will demonstrate a different style of coping than will females.

Two of the four Social Attitudes Inventory scales showed significant sex differences, thus partially verifying the hypothesis. The males scored significantly higher on the Active Coping scale, while the females were higher on the Passive Defensive scale.

Sentence Completion data from Yugoslavia disclosed that, of the thirty-two Coping Style variables involved, fifteen showed significant sex differences. Thus, the Sentence Completion instrument lent fairly good support to the hypothesis of sex differences in Coping Style. In the Aggression area, females scored higher on both Stance and Engagement. In the Authority area they excelled in Attitude and Frequency of Positive Affect. In the Anxiety area, the males were significantly higher on Stance, Engagement, and Frequency of Neutral Affect, while females scored higher on Frequency of Negative Affect. In the Interpersonal Relations area the females scored higher on Attitude and Negative Affect, while males scored higher on Neutral Affect. In Task Achievement, females scored significantly higher on Stance. On the Total Scores the females were higher on Attitude and Negative Affect, while the males were higher on Neutral Affect.

Turning now to Story Completion, only one of the nine Coping Style dimensions showed a significant sex difference, and that was Affect Expressed in Conjunction With the Problem, where the males scored higher. Thus, the Story Completion data lent less support to the hypothesis than did data from the other two instruments. Overall, then, eighteen of the forty-five variables showed significant sex differences. The hypothesis cannot be said to have been unquestionably verified, but there was some evidence of sex differences in Coping Style.

> The difference in the style of coping between the males and females will be consistent across all five behavior areas studied.

This hypothesis could not be verified at all for the dimensions of Initiation, Implementation, Persistence, Sociability, and Attitude toward Authority, since they appeared only in the Story Completion instrument and no significant sex differences were observed. It could not be verified for Positive Affect or for Engagement due to either insufficient evidence or contradictory findings. For Stance, the females excelled in two (Sentence Completion) areas, but the males excelled in one; thus, the support for the consistency hypothesis in this dimension was rather questionable. For Attitude, all findings were consistent and in favor of the females (for Sentence Completion Authority and Interpersonal Relations areas plus the Total Score). For Negative and for Neutral Affect, the findings were also consistent (whenever significant differences did occur). The females scored higher on three of the seven Negative Affect measures, while the males scored higher on four of the seven Neutral Affect measures. Thus, the hypothesis was verified for Attitude and for Neutral and Negative Affect, and some (but little) support was present for the dimension of Stance.

COPING EFFECTIVENESS MEASURES

> The upper-middle class children will exhibit more effective overall coping than will upper-lower class children.

Sentence Completion data did not lend any support to this hypothesis as there were no significant social class differences in Coping Effectiveness. From the Story Completion, the upper-middle class children excelled the upper-lower class children in Total Coping Effectiveness, though they did not differ significantly on any of the individual story measures. Thus, only one of the fifteen possible Coping Effectiveness measures lent support to the above hypothesis. This does not seem to be sufficient evidence for support of the hypothesis.

LJUBLJANA INTRA-COUNTRY REPORT OF SIGNIFICANT CORRELATIONS

CRITERION-CRITERION RELATIONSHIPS

Hypothesis: There will be positive relationships among the
No. 1 Achievement Criterion measures.

The hypothesis of positive relationships among the three achievement measures, Math, Reading, and Grade Point Average, was strongly supported at both age levels, all correlations being significant.

There were strong relationships between Math and Reading, and Math and Grade Point Average, and also between Reading and Grade Point Average.

For ten-year-olds Math was correlated most highly with the other measures, being .51 for Reading and .52 for Grade Point Average; while for fourteen-year-olds it was Reading that correlated most highly (.46 with Math, and .54 with Grade Point Average).

The strongest correlation for ten-year-olds (that of Math with Grade Point Average) was the weakest for fourteen-year-olds. The range for ten-year-olds was very close (between .49 and .52), but for fourteen-year-olds it was between .45 and .54.

Hypothesis: There will be positive relationships among the
No. 2 Achievement and Peer BRS Criterion measures.

This hypothesis was strongly supported at both age levels. Twenty out of the twenty-one possible correlations reached significance for the ten-year-olds, while nineteen out of the possible twenty-one correlations reached significance for the fourteen-year-olds. However, it should be noted that for ten-year-olds five of the correlations were negative, while for fourteen-year-olds only one correlations was not in the expected direction.

Thus, the first statement made must be modified to indicate that the hypothesis was very strongly supported at the ten-year-old level with the exception of two Peer BRS items (BRS Five and BRS Six) and also very strongly supported at the fourteen-year-old level with the exception of Peer BRS Five.

Although for ten-year-olds Math correlated most highly with the other achievement measures, it was Grade Point Average that correlated most highly with the Peer BRS items, the range being between .43 and .79. With the fourteen-year-olds the picture was the same. That is, Grade Point Average correlated most highly with the Peer BRS items. Here the range was between .27 and .85.

Taking the Peer BRS items separately, the strongest correlations were those between BRS One (Academic Task Achievement) and the achievement measures. The weakest correlations were those between BRS Seven (Aggression) and the achievement measures, though even here the range was between .23 and .43 for ten-year-olds and between .13 and .27 for fourteen-year-olds.

For Peer BRS Five (Anxiety) all the ten-year-old correlations were negative, while the only significant fourteen-year-old correlation was also negative. An interesting feature was the correlations for Peer BRS Six. For ten-year-olds the two correlations that were significant were negative, but the fourteen-year-old correlations were all significant and positive.

The Peer BRS Summary score had correlations of a similar order to those of Peer BRS One (Academic Task Achievement) with the achievement scores. They were slightly lower, with the exception of the Summary score with Grade Point Average for fourteen-year-olds, where the correlation was an impressive .91.

PREDICTOR-PREDICTOR RELATIONSHIPS

Hypothesis: No. 3	There will be positive relationships among the Intrinsic Occupational Values.

The Occupational Values instrument consisted of two types of values, those that could be regarded as Extrinsic and those that could be regarded as Intrinsic to the job. Thus, the correlation matrix gave rise to three major hypotheses concerning first, the relationships between the Intrinsic values, second, the relationships between the Extrinsic values and, finally, the relationships between the two different types of values.

Looking first of all at the relationships between the Intrinsic values, thirty-one out of the fifty-six possible correlations for both age groups were significant. However, only seven of these were significant in the predicted direction, while twenty-four indicated a negative relationship. Sixteen of the correlations were significant for the ten-year-olds, four positive and twelve negative, while fifteen of the correlations were significant for fourteen-year-olds, three positive and twelve negative.

Of the eight Intrinsic values, Management had the greatest number of significant relationships for both age groups. It correlated negatively with Altruism, Self-Satisfaction, Intellectual Stimulation, Creativity, and Variety; and it correlated positively with Independence. It also correlated negatively with Esthetics for the fourteen-year-olds only.

Next came Altruism which correlated negatively with Esthetics and Independence and positively with Self-Satisfaction. It also correlated positively with Creativity for the ten-year-olds only.

The strongest negative correlations were those between Management and Altruism (-.36 for ten-year-olds and -.25 for fourteen-year-olds). For fourteen-year-olds the correlation between Self-Satisfaction and Esthetics was also -.25.

The strongest positive relationship for ten-year-olds was that between Management and Independence, while for fourteen-year-olds it was between Creativity and Intellectual Stimulation.

Of the eight values, six produced both positive and negative correlations. Two (Esthetics and Variety) produced only negative relationships.

In terms of strength of correlations, those for ten-year-olds were, on the whole, larger. The range for ten-year-olds was between -.36 and .31, while for fourteen-year-olds it was between -.25 and .42.

Intellectual Stimulation and Creativity had the strongest relationships with the Intrinsic Total, while Esthetics had the weakest relationship. Management was the only value whose relationship with the Intrinsic Total was nonsignificant for both age groups.

Hypothesis: There will be positive relationships among the
No. 4 Extrinsic Occupational Values.

There were fewer significant relationships among the Extrinsic Values than there were among the Intrinsic Values, less than half (nineteen out of a possible forty-two for both age groups) being significant. Sixteen of these indicated a negative relationship while only three were positive and, thus, supported the hypothesis. The hypothesis must be rejected on the basis of such results. Of the nineteen correlations, ten were in the ten-year-old sample (nine negative and one positive), and nine were in the fourteen-year-old sample (seven negative and two positive).

Of the seven Extrinsic Values, Prestige produced the greatest number of significant correlations for both age groups. It correlated negatively with Security, Pleasant Surroundings, and Pleasant Associates and positively with Economic Returns. It also correlated negatively with work like that of the father for ten-year-olds only.

Next came Success, which correlated negatively with Pleasant Associates, and work like that of the father. It also correlated negatively with Economic Returns for the ten-year-olds only.

The strongest positive correlations were those between Prestige and Economic Returns, which were .17 for the ten-year-olds and .25 for the fourteen-year-olds.

The strongest negative correlation for the ten-year-olds was that between Success and Pleasant Associates and, for fourteen-year-olds, between Prestige and Pleasant Associates.

Only three values produced both positive and negative correlations, with the remaining four values having only negative correlations.

In terms of strength of correlations the range was fairly similar for both age groups (between -.14 and .17 for the ten-year-olds, and between -.12 and .19 for the fourteen-year-olds).

For ten-year-olds work like that of the father had the highest correlation with the Total Extrinsic score, while Economic Returns correlated most highly with the Total Extrinsic score for the fourteen-year-olds. The lowest correlation with the Total Score was for Success.

Hypothesis: There will be negative relationships among the
No. 5 Intrinsic and Extrinsic Occupational Values.

Of the one-hundred and twelve correlations between Extrinsic and Intrinsic values, sixty-four were significant for both age groups, fifty-eight of them negative and eight of them positive. These were divided fairly evenly between the two age groups, thirty-three being for ten-year-olds and thirty-one for the fourteen-year-olds.

Two Intrinsic values showed an equal number of significant relationships. For both age groups Intellectual Stimulation correlated negatively with Security, Prestige, Economic Returns, Pleasant Surroundings, and Follow Father. It also correlated negatively, for ten-year-olds only, with Success and Pleasant Associates. For both age groups Creativity correlated negatively with Security, Economic Returns, Pleasant Surroundings, Pleasant Associates, and Follow Father. Altruism and Variety had three significant correlations for both age groups with Extrinsic values, while Esthetics and Independence correlated negatively with two Extrinsic values for both age groups.

Looking at the correlations from the Extrinsic point of view, Economic Returns was the value that had the most significant relationships. For both age groups it correlated negatively with Altruism, Self-Satisfaction, Intellectual Stimulation, Creativity, and Variety and positively with Management. It also correlated positively with Independence for ten-year-olds only.

Prestige had an equal number of negative correlations for both age groups. They were with Altruism, Independence, Self-Satisfaction, Intellectual Stimulation, and Variety.

The strongest negative correlation was that between Altruism and Economic Returns, and the weakest was between Intellectual Stimulation and Follow Father. The strongest positive correlation was that between Management and Economic Returns, and the weakest was between Self-Satisfaction and Success for ten-year-olds and Self-Satisfaction and Security for the fourteen-year-olds.

In terms of correlation with the Total, all Intrinsic values showed a significant negative relationship with the Extrinsic Total with the exception of Management where neither age correlation was significant. All Extrinsic values correlated negatively with the Intrinsic Total with the exception of Success for ten-year-olds where the correlation was not significant.

Intellectual Stimulation had the strongest negative relationship with the Extrinsic Total and Economic Returns the strongest negative relationship with the Intrinsic Total.

Hypothesis: No. 6 — There will be positive relationships among the status levels of Occupational Aspiration and Occupational Expectation and Educational Aspiration measures.

There was a strong relationship between the status of the job aspired to and the job expected for both ten and fourteen-year-old children, the relationship being stronger in the case of the fourteen-year-olds.

When the relationship between job status and Educational Aspiration was examined, interesting age differences occurred. For ten-year-olds, the correlations were .30 for Aspiration and .35 for Expectation. But for fourteen-year-olds both correlations were very high (.61 for Aspiration and .76 for Expectation).

Thus, the hypothesis can be accepted for both age groups but with a much greater degree of confidence at the fourteen-year-old age level.

Hypothesis: No. 7 — There will be positive relationships among the Occupational Interests Discrepancy measures.

All of the twelve correlations for both age groups were significant in the predicted direction. The highest relationship for ten-year-olds was between the Father's Aspiration-Subject's Aspiration Discrepancy and the Mother's Aspiration-Subject's Aspiration Discrepancy. The same was true for fourteen-year-olds.

As indicated, significant relationships also occurred in both age groups for the other variables, but the correlations were stronger for fourteen- than for ten-year-olds, although the range of scores was almost identical (between .36 and .67 for ten-year-olds and between .37 and .68 for fourteen-year-olds.

Hypothesis: There will be a positive relationship between the
No. 8 SAI Active and Passive Coping measures.

For both age groups there was a positive relationship between Active and Passive Coping, the correlation being stronger for the ten-year-old age group. The ten-year-old correlation was .40, while the correlation at age fourteen was .21.

Hypothesis: There will be a positive relationship between the
No. 8 SAI Active and Passive Defensive measures.

Again, the correlation for both age groups was significant in the predicted direction, with the correlation again being stronger for the ten-year-old age group. The correlation for ten-year-olds was .48, while for fourteen-year-olds it was only .27.

Hypothesis: There will be a negative relationship among the
No. 8 SAI Coping and Defensive measures.

All of the significant correlations between the Coping and Defensive measures on the SAI instrument proved to be positive, and the hypothesis must, therefore, be rejected.

For both age groups Active Coping correlated with Active Defensive behavior, while for Passive Defensive behavior the correlation was significant for ten-year-olds only.

For both age groups Passive Coping correlated with Passive Defensive behavior, but there were no significant correlations with Active Defensive behavior.

Hypotheses: There will be positive relationships among the
Nos. 9 - 11 measures of the same Sentence Completion Coping Style variables across different behavior areas.

There were a number of variables scaled from responses to the Sentence Completion instrument, most of them occurring in all five behavior areas. It would be expected that positive relationships for each of these variables would occur across behavior areas. This was not the case, as the number of significant correlations varied from two for Stance to one for Engagement and nine for Coping Effectiveness.

Clearly the hypothesis concerning both Stance and Engagement can be rejected immediately. With regard to Coping Effectiveness, the hypothesis cannot be rejected quite so readily, as for the ten-year-olds only Coping Effectiveness in the Task Achievement area of behavior correlated with Coping Effectiveness in the areas of Authority, Anxiety and Interpersonal Relations. However, all the correlations were small, the range being between .12 and .17. In the other behavior areas, the hypothesis must be rejected.

Hypothesis: There will be positive relationships among the
No. 12 Sentence Completion Attitude measures across
behavior areas.

Measures of Attitude were only obtained in three out of the five behavior areas. These were Authority, Interpersonal Relations, and Task Achievement. All the correlations among these Attitude measures were significant for fourteen-year-olds, but only one was significant for ten-year-olds, that between Authority and Interpersonal Relations. The highest correlation for fourteen-year-olds was between the same two behavior areas, and the smallest was between Interpersonal Relations and Task Achievement. Authority had the highest correlation with Total Attitude (.75 for ten-year-olds and .79 for fourteen-year-olds). The hypothesis then can be supported at the fourteen-year-old level but not at the ten-year-old age level.

Hypotheses: There will be positive relationships among measures
Nos. 13 and of the same Sentence Completion Affect dimension
14 across the different behavior areas.

Five out of the twelve possible correlations were significant, three for ten-year-olds and two for fourteen-year-olds, all for Negative Affect. For Positive Affect no correlations were significant at either age level. The hypothesis must be rejected for both Positive and Negative Affect. However, a note should be made that Negative Affect in the Authority area correlated with Negative Affect in the Interpersonal Relations and Task Achievement areas for both age groups and with Negative Affect in the Aggression area for the ten-year-olds only.

Hypothesis: There will be a positive relationship between the
No. 15 Total Attitude measure and the Total Positive
Affect measure.

This hypothesis must be rejected, as there were no significant correlations for either ten- or fourteen-year-olds.

Hypothesis: There will be a negative relationship between the
No. 15 Total Attitude measure and the Total Negative
Affect measure.

This hypothesis must be rejected, as there were no significant correlations for either ten- or fourteen-year-olds.

Hypothesis: No. 16

There will be positive relationships among the Total amount of Positive Affect and the Total Attitude measure with Coping score Totals.

For Engagement the hypothesis can be rejected immediately, as there were no significant correlations between this variable and either Total Positive Affect or Total Attitude.

On the other hand, correlations with Total Coping Effectiveness for both age groups were significant, with fourteen-year-olds having slightly stronger correlations than ten-year-olds.

In the case of Stance only the correlations for fourteen-year-olds were significant. For both Stance and Coping Effectiveness the correlations with Positive Affect were stronger than those with Attitude; but it should be borne in mind that whereas Coping Effectiveness, Stance, and Positive Affect measures covered all five behavior areas, Attitude measures were obtained on only three areas.

Hypothesis: No. 16

There will be negative relationships among the Total amount of Negative Affect expressed and the Total Attitude Mean with the Coping score totals.

This hypothesis is supported very strongly at both age levels with all correlations being significant and in the expected (i.e., negative) direction. By far the highest correlations were those between Total Coping Effectiveness and the Negative Affect Total (-.80 for ten-year-olds and -.73 for fourteen-year-olds). The range for ten-year-olds was between -.42 and -.80 and for fourteen-year-olds was between -.41 and -.73.

Hypotheses: Nos. 17 - 21

There will be positive relationships among the measures of the same Story Completion Coping Style dimensions across the different behavior areas.

In the case of Sentence Completion three Coping Style variables were available for each of the behavior areas. In the case of the Story Completion instrument there were five variables: Engagement, Initiation, Implementation, Persistence, and Coping Effectiveness.

For Engagement only eleven out of the fifty-six possible correlations for both age groups were significant, four of these being for the ten-year-olds and seven for the fourteen-year-olds.

For both age groups Nonacademic Task Achievement correlated with Interpersonal Relations (Story Seven). No other variables correlated significantly for both age groups and appeared to be randomly spread. They were all weak, the range being between .11 and .13. The hypothesis must be rejected for Engagement.

For Initiation the picture was much the same. For both age groups Nonacademic Task Achievement correlated with Interpersonal Relations (Story Seven) and Authority (Story Ten). The remaining ten correlations were again small and seemingly randomly spread. The hypothesis must be rejected as it relates to Initiation.

For Implementation only nine out of the fifty-six possible correlations for both age groups were significant. For both age groups Interpersonal Relations (Story Seven) correlated with Aggression and Interpersonal Relations (Story Four). The remaining five correlations were again random and the hypothesis must be rejected for Implementation.

For Persistence ten of the correlations were significant, five for ten-year-olds and five for fourteen-year-olds. The only notable relationship in terms of size of the correlation was the relationship between the two methods of assessing Persistence (.84 for ten-year-olds and .62 for fourteen-year-olds). Apart from this, the hypothesis must be rejected.

There were sixteen significant correlations for Coping Effectiveness but none indicated a very strong relationship, the range being between .10 and .17 for ten-year-olds and between .13 and .22 for fourteen-year-olds. For both age groups Nonacademic Task Achievement correlated with Aggression and Interpersonal Relations (Story Seven), while Academic Task Achievement correlated with Authority (Story Ten). However, the hypothesis cannot be accepted on the basis of these results.

Thus, for both Coping Style dimensions and for Coping Effectiveness there was very little relationship across behavior areas.

Hypotheses: Nos. 22 and 23	There will be positive relationships among the measures of the same Story Completion Affect dimension across the different behavior areas.

In the Story Completion instrument it was possible to obtain two measures of Affect, one when the subject was presented with the problem and the second at the outcome of the problem.

For the first measure, only seven out of fifty-six possible correlations for both age groups were significant, so the hypothesis must be rejected.

For the second measure, only seven correlations were again significant for this measure, four being positive and three negative, so the hypothesis must be rejected for this measure of Affect also.

Hypothesis: No. 24 There will be positive relationships among the Story Completion Total Affect measures and the Total Coping Style measures.

Although there were few correlations across behavior areas for Affect when each of the separate Affect measures were correlated with the Coping Style dimensions, all correlations of Total Scores for both groups were significant.

For Affect Associated With The Problem the highest correlations for both age groups were those with Total Coping Effectiveness, and for Affect Associated With The Outcome the highest correlations were again with Coping Effectiveness. All correlations were strong with the range being between .39 and .61 for ten-year-olds and between .30 and .56 for fourteen-year-olds.

Hypotheses: Nos. 25 and 26 There will be positive relationships among measures of the same Coping Style construct in the same behavior areas across the two projective instruments.

For the Engagement dimension only two out of a possible sixteen correlations were significant, one of them positive and one of them negative. Thus, the hypothesis must be rejected for this dimension.

For Coping Effectiveness only one out of the sixteen possible correlations for both age groups was significant so the hypothesis must be rejected.

Hypotheses: Nos. 27 and 28 The Story Completion Affect measures will be positively related to the Sentence Completion Positive Affect measures and negatively related to the Sentence Completion Negative Affect measures of the same behavior areas.

Both hypotheses must be rejected for Story Problem Affect because of the very small number of significant correlations.

They must be rejected for Affect Connected With The Outcome, as only three of the correlations were significant, and only one of these was in the expected direction.

Hypotheses: Nos. 29 and 30 The Sentence and Story Completion Total measures of Coping Style dimensions will be positively related to the SAI Coping measures and negatively related to the SAI Defensive measures.

The hypotheses must be rejected, there being only two out of twelve correlations significant for the SAI Coping measures and only one out of twelve significant for the SAI Defensive measures when correlated with the Sentence Completion instrument.

With regard to the Story Completion instrument, the only significant correlations were with Passive Coping for the ten-year-olds where the correlations with Engagement, Initiation, Implementation, Persistence, and Coping Effectiveness ranged between .11 and .17. With this exception the hypotheses must be rejected.

Hypothesis: The SAI Coping scores will be positively related
No. 31 with the Story Completion Total Affect measures.

The hypothesis must be rejected, as none of the correlations were significant.

Hypothesis: The SAI Coping scores will be positively related
No. 31 with the Sentence Completion Total Positive Affect measure.

This hypothesis must be rejected, as none of the correlations were significant.

Hypothesis: The SAI Coping scores will be negatively related
No. 31 with the Sentence Completion Total Negative Affect measure.

This hypothesis must be rejected, as none of the correlations were significant.

Hypothesis: The SAI Defensive measures will be negatively related
No. 31 with the Story Completion Total Affect measures.

This hypothesis must be rejected, as none of the correlations were significant.

Hypothesis: The SAI Defensive scores will be negatively related
No. 31 with the Sentence Completion Total Positive Affect measure.

The hypothesis must be rejected, as none of the correlations were significant.

Hypothesis: The SAI Defensive scores will be positively related
No. 31 with the Sentence Completion Total Negative Affect measure.

The hypothesis must be rejected, as none of the correlations were significant.

Hypothesis: No. 32 — The Occupational Values Intrinsic measures will be positively related with the Sentence and Story Total Coping dimension measures.

The hypothesis must be rejected for the Sentence Completion instrument, as only eight out of a possible forty-eight correlations were significant for both age groups, seven of them in the expected direction and one of them negative.

The hypothesis must also be rejected for the Story Completion instrument, as only seven out of a possible one hundred and twenty-eight correlations were significant, three of them positive and four of them negative.

Hypothesis: No. 33 — The Occupational Values Intrinsic measures will be positively related with the SAI Coping measures.

The hypothesis must be rejected for the SAI Coping measures, as there were only four significant correlations for Active Coping, two being positive and two being negative. Also there were four significant correlations for Passive Coping, again two being positive and two being negative.

Hypothesis: No. 33 — The Occupational Values Intrinsic measures will be negatively related with the SAI Defensive measures.

This hypothesis must also be rejected, as there were only three significant correlations for Active Defensive and two significant correlations for Passive Defensive behavior.

Hypothesis: No. 34 — The Occupational Values Intrinsic measures will be positively related with the two Story Total Affect measures and the Sentence Total Positive Affect measure.

This hypothesis must be rejected for both projective instruments, as only one out of a possible thirty-two correlations were significant for the Story Completion instrument and only two out of a possible sixteen for the Sentence Completion instrument.

Hypothesis: No. 34 — The Occupational Values Intrinsic measures will be negatively related with Sentence Completion Total Negative Affect.

The hypothesis must be rejected, as only one out of a possible sixteen correlations were significant.

Hypothesis: No. 35 The Occupational Values Extrinsic measures will be negatively related with the Sentence and Story Total Coping dimension measures.

Altogether, six out of a possible forty-eight correlations were significant for the Sentence Completion measures, five negative and one positive, while four out of fifty-six were significant for the Story Completion instrument, so the hypothesis must be rejected.

Hypothesis: No. 36 The Occupational Values Extrinsic measures will be negatively related with the SAI Coping measures.

This hypothesis must be rejected, as only four correlations were significant, two positive and two negative.

Hypothesis: No. 36 The Occupational Values Extrinsic measures will be positively related with the SAI Defensive measures.

The hypothesis must be rejected, as only two correlations were significant, one positive and one negative.

Hypothesis: No. 37 The Occupational Values Extrinsic measures will be negatively related with the two Story Completion Total Affect measures and the Sentence Total Positive Affect measure.

This hypothesis must be rejected for both projective instruments for the three Affect measures mentioned because of the very small number of significant correlations.

Hypothesis: No. 37 The Occupational Values Extrinsic measures will be positively related with the Sentence Completion Total Negative Affect measure.

This hypothesis must be rejected, as none of the correlations were significant.

Hypothesis: No. 38 The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be positively related with the Sentence and Story Total Coping dimensions.

The hypothesis must be immediately rejected for Sentence Completion, as none of the correlations were significant.

It must also be rejected for the Story Completion, as only five out of thirty-six possible correlations were significant, all of them negative and thus not in the predicted direction.

Hypothesis: No. 39 The status levels of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be positively related with the SAI Coping measures.

The hypothesis must be rejected, as only three of the correlations were significant. It should be noted, however, that all significant correlations were for fourteen-year-olds and all were for Active Coping.

Hypothesis: No. 39 The status levels of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the SAI Defensive measures.

The hypothesis must be rejected for, while five correlations were significant, none of them were negative.

Hypothesis: No. 40 The status levels of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be positively related with the two Story Total Affect measures and the Sentence Total Positive Affect measure.

The hypothesis must be rejected for both projective instruments.

Hypothesis: No. 40 The status levels of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Sentence Total Negative Affect measure.

The hypothesis must be rejected, as no correlations were significant.

PREDICTOR-CRITERION CORRELATIONS

Hypothesis: No. 41 There will be positive relationships between the Aptitude variable and the Achievement variables.

All of the eight possible correlations for both age groups were significant, all of them in the expected direction. The hypothesis, then, can be accepted without question. While Aptitude correlated with all three achievement measures for both age groups, there were certain differences in the strength of correlations. While for the ten-year-olds the range was very small indeed (between .32 and .34), for fourteen-year-olds it was between .31 and .50. Math had the strongest correlation with Aptitude for both ten- and fourteen-year-olds.

The relationship between Peer BRS and Aptitude, although lower than for the achievement measures, was not very different, being .30 in both cases.

Hypothesis: There will be positive relationships between the Intrinsic
No. 42 Occupational Values and the Criterion measures.

Thirty-seven out of a possible sixty-four correlations for both age groups were significant, twenty-six of them positive and therefore in the expected direction and eleven of them negative.

Thirteen of the ten-year-old correlations were positive, eight of them negative while thirteen of the fourteen-year-old correlations were positive, three of them negative.

For both age groups Math correlated negatively with Management. Reading correlated positively with Intellectual Stimulation and Creativity and negatively with Independence for ten-year-olds (but positively for fourteen-year-olds). Grade Point Average correlated positively with Self-Satisfaction, Intellectual Stimulation, and Creativity and negatively with Management, while Peer BRS correlated positively with Altruism, Self-Satisfaction, Intellectual Stimulation, and Creativity and negatively with Management.

For ten-year-olds only Math correlated positively with Intellectual Stimulation and Creativity and negatively with Independence. Reading correlated positively with Altruism and Self-Satisfaction. Grade Point Average and the Peer BRS both were correlated negatively with Independence.

For fourteen-year-olds only Math was correlated with Self-Satisfaction, and Grade Point Average was correlated with Altruism.

The strongest correlation for the ten-year-olds was the negative one of Peer BRS with Management, while for the fourteen-year-olds it was the positive one of Grade Point Average with Intellectual Stimulation.

The values of Intellectual Stimulation and Creativity correlated positively with all four criterion measures with the exception of Math for the fourteen-year-olds.

Management correlated negatively with all four criterion measures with the exception of Reading for the fourteen-year-olds.

Self-Satisfaction correlated positively with all four criterion measures with the exception of Math for the ten-year-olds and Reading for the fourteen-year-olds.

Esthetics had no significant correlations with the criterion measures and Variety had only one.

Hypothesis: No. 43 There will be negative correlations between the Extrinsic Occupational Values and the Criterion measures.

Seventeen out of the fifty-six possible correlations for both age groups were significant, one of them positive and sixteen of them negative. Seven of the correlations were in the ten-year-old sample, and ten were in the fourteen-year-old sample.

For both age groups Reading correlated negatively with Security; Grade Point Average correlated negatively with Economic Returns; and Peer BRS correlated negatively with Economic Returns.

For ten-year-olds only, Math correlated negatively with Security and Economic Returns and positively with Prestige. Reading correlated negatively with Economic Returns.

For fourteen-year-olds only, Reading correlated negatively with Success; and Grade Point Average correlated negatively with Security, Prestige, and Follow Father. The Peer BRS correlated negatively with the same three values.

Economic Returns correlated negatively with the four criterion measures with the exception of Math and Reading in the fourteen-year-old sample. Neither Pleasant Surroundings nor Pleasant Associates had any significant correlations with the criterion measures, while Success and Prestige had only one and Follow Father only two significant correlations with the criterion measures.

Hypothesis: No. 44 There will be positive relationships between the status levels of Occupational Aspiration, Occupational Expectation, and Educational Aspiration and the Criterion measures.

All of the twenty-four correlations with the criterion measures were significant, and all were positive and, therefore, in the expected direction. The strongest correlation for the ten-year-olds was that between Grade Point Average and both Occupational Aspiration and Expectation, while for the fourteen-year-olds it was between Grade Point Average and Educational Aspiration. The range was between .17 and .35 for ten-year-olds and between .23 and .63 for the fourteen-year-olds. The weakest correlations were those with Math.

The hypothesis was strongly supported at both age levels for all the criterion measures.

Hypothesis: No. 45 There will be negative relationships between the Occupational Interest Discrepancy scores and the Criterion measures.

The hypothesis must be rejected, as only eight out of a possible thirty-two correlations were significant, four of them positive and four of them negative.

Hypothesis: No. 46 There will be positive relationships between the SAI Active and Passive Coping measures and the Criterion measures.

This hypothesis must be rejected, as only three out of a possible sixteen correlations were significant.

Hypothesis: No. 46 There will be a negative relationship between the SAI Active and Passive Defensive measures and the Criterion measures.

The hypothesis was supported at the ten-year-old level for the Active Defensive measures,as all four correlations were significant in the expected direction. However, for the Passive Defensive measures and for both measures in the fourteen-year-old group, the hypothesis must be rejected.

Hypotheses: Nos. 47 - 49 There will be a positive relationship between the Criterion measures and the Sentence Completion Coping Style variables in the different areas of behavior.

There were few positive relationships between the criterion measures and the Sentence Completion Coping Style variables (only seven out of a possible forty for Stance, three being for fourteen-year-olds and four for ten-year-olds). For Engagement only four out of a possible forty were significant. On individual stories, then, the hypothesis must be rejected for both age groups. It must also be rejected for Total Stance and Total Engagement, as there was only one significant correlation for each of these variables with the criterion measures

Only two correlations were significant for Coping Effectiveness, so the hypothesis can be rejected immediately as it relates to this variable.

Hypothesis: No. 50 There will be a positive relationship between the Sentence Completion Attitude measures and the Criterion measures.

Only seven out of a possible twenty-four correlations were significant. Four of these were negative, thus only three were significant in the expected direction. The hypothesis must, therefore, be rejected.

Hypothesis: No. 51 There will be a positive relationship between the Sentence Completion Positive Affect measures and the Criterion measures.

Eleven correlations were significant, all of them for the ten-year-old group. Positive Affect for Authority correlated with Math, Grade Point Average, and Peer BRS. Task Achievement Positive Affect correlated positively with all four criterion measures, while Total Positive Affect also correlated with all four criterion measures. Interpersonal Relations Positive Affect had no significant correlations.

Thus, while the hypothesis must be rejected at the fourteen-year-old level, it can be accepted for three measures at the ten-year-old level.

Hypothesis: No. 51 There will be a negative relationship between the Sentence Completion Negative Affect variables and the Criterion measures.

The hypothesis must be rejected, as only two of the correlations were significant, one of them being positive and the other negative.

Hypotheses: Nos. 52 - 56 There will be a positive relationship between the Criterion measures and the Coping Style dimensions of the Story Completion.

The results of these correlations do little to support the hypothesis as far as Engagement is concerned. Math had two significant correlations out of sixteen, Reading four, Grade Point Average four, and Peer BRS had three.

The only individual story to show any consistent results was Academic Task Achievement. This had significant correlations with all of the criterion measures for both age groups with the exception of Grade Point Average for fourteen-year-olds.

For Initiation, again, only thirteen out of the fifty-six possible correlations were significant, Reading having the highest number (five). For ten-year-olds only, Academic Task Achievement correlated with Math, Reading, and Grade Point Average, while again for ten-year-olds only, Nonacademic Task Achievement correlated with Reading, Grade Point Average, and Peer BRS.

For Implementation only eleven of the fifty-six correlations were significant, and, again, the only consistent trend was for the ten-year-olds in the Academic Task Achievement area where all four correlations with the criterion measures were significant.

For Persistence twenty-one correlations were significant. Academic Task Achievement again correlated with all four criterion measures for the ten-year-olds only, but Authority (Story Ten) also correlated with all four criterion measures, again for ten-year-olds only.

Of the twenty-one significant correlations, seventeen were for ten-year-olds.

With regard to Coping Effectiveness the hypothesis must be rejected, as there were only nine significant correlations, none showing any consistent pattern.

Hypotheses: Nos. 57 and 58 — There will be a positive relationship between the Criterion measures and the Story Completion Affect dimensions.

The hypothesis must be rejected for Affect Associated With The Problem, as only eight correlations were significant, and all of them were negative.

It must also be rejected for Affect Associated With The Outcome, as only seven correlations were significant, five of them being negative.

Hypothesis: No. 60 — There will be a positive relationship among the Parent/Child Interaction items.

Because the Parent/Child Interaction items have certain common variables there will be a tendency for correlations to be inflated. Bearing this in mind, the hypothesis can be partially accepted, as eight out of the twelve possible correlations for both age groups were significant. There were no significant correlations between Parent/Interaction and Self-Image or between Mother/Interaction and Father/Interaction.

The range for ten-year-olds was between .23 and .67 and for fourteen-year-olds was between .27 and .67. The strongest correlation for both age groups was that between Father/Interaction and Self-Image.

Hypothesis: No. 61 — There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority Attitude measure of the Sentence Completion instrument.

This hypothesis must be rejected, as none of the correlations were significant.

Hypothesis: No. 61

There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Coping Style measures of the same instrument.

Only three correlations were significant, and all of these were negative, so the hypothesis must be rejected.

Hypothesis: No. 61

There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and Coping Effectiveness as measured by the same instrument.

Only one correlation out of the eight was significant. This proved to be negative and so the hypothesis must be rejected.

Hypothesis: No. 61

There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion instrument and the Positive Affect measure of Authority on the same instrument.

The hypothesis must be rejected, as none of the correlations were significant.

Hypothesis: No. 61

There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority Negative Affect measure.

The hypothesis must be rejected. Three correlations were significant, but only one of these was negative.

Hypothesis: No. 62

There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and Total Attitude.

Only two correlations were significant. Those for fourteen-year-olds for Parent/Interaction and Father/Interaction were significant. This is an insufficient basis for accepting the hypothesis.

Hypothesis: No. 62

There will be a positive relationship between the Parent/Child Interaction items and the Total Coping Style measures.

For Total Stance three correlations were significant but only two of them were positive, while for Total Engagement no correlations were significant. The hypothesis must be rejected for both measures therefore.

Hypothesis: No. 62

There will be a positive relationship between Parent/Child Interaction items and Total Coping Effectiveness of the Sentence Completion.

Although three of the correlations were significant, two of them were negative so the hypothesis must be rejected.

Hypothesis: No. 62

There will be a positive relationship between Parent/Child Interaction items and Total Positive Affect of the Sentence Completion.

The hypothesis must be rejected, as only one correlation was significant.

Hypothesis: No. 62

There will be a negative relationship between the Parent/Child Interaction items and Total Negative Affect of the Sentence Completion.

The hypothesis must be rejected as, while two correlations were significant, both for Parent/Interaction, they were both positive.

Hypothesis: No. 63

There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Story Completion Coping Effectiveness scores for the two Authority stories.

The hypothesis can be rejected for both stories. For Story Two there were no significant correlations, while for Story Ten only one correlation was significant.

Hypothesis: No. 64

There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Attitude towards Authority measure of the Story Completion.

The hypothesis must be rejected, as none of the correlations were significant.

Hypothesis: No. 65

There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Coping Style scores of the Story Completion.

This hypothesis must be rejected, as only four out of a possible forty correlations were significant. Neither Implementation nor Persistence had any significant correlations at all.

Hypothesis: No. 65 There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and Coping Effectiveness on the Story Completion.

This hypothesis must be rejected, as only one correlation was significant.

Hypothesis: No. 65 There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and Affect scale scores of the Story Completion.

This hypothesis must be rejected for both measures of Affect, as there were only two significant correlations for "Affect Tone 1st" and no significant correlations for "Affect Tone 2nd."

Hypothesis: No. 66 There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Active and Passive Coping scores from the SAI instrument.

The hypothesis must be rejected, as only two of the correlations were significant, both for Passive Coping.

Hypothesis: No. 66 There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Active and Passive Defensive scores from the SAI instrument.

The hypothesis must be rejected, as none of the correlations were significant.

Hypothesis: No. 67 There will be a positive relationship between the Father/Child Interaction item from the Sentence Completion and the Occupational Value: Follow Father.

The hypothesis must be rejected, as the correlation was not significant at either age level.

Hypothesis: No. 68 There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Intrinsic Occupational Values.

This hypothesis was supported by only three out of a possible sixty-four correlations and must, therefore, be rejected.

Hypothesis: No. 69 There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Extrinsic Occupational Values.

This hypothesis was supported by only three out of a possible sixty-four correlations and must, therefore, be rejected.

Hypothesis: No. 70 There will be a negative relationship between the Father/Child Interaction item and the Discrepancy scores for: (a) Father's Occupation/Child's Aspiration and (b) Father's Aspiration/Child's Aspiration.

This hypothesis must be rejected, as none of the correlations were significant.

Hypothesis: No. 70 There will be a negative relationship between the Mother/Child Interaction item and the Discrepancy score for Mother's Aspiration for Child/Child's Aspiration.

This hypothesis must also be rejected, as none of the correlations were significant.

Hypothesis: No. 71 There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Aptitude and Achievement measures.

The hypothesis must be rejected. Four of the correlations were significant, but only one of them was positive.

Hypothesis: No. 72 There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and both the Peer BRS Authority item and the Peer BRS Summary score.

The hypothesis must be rejected, as none of the correlations were significant.

Hypothesis: No. 73 There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and both the Self-Rating Authority score and the Summary score for the BRS.

The hypothesis must be rejected, as only one correlation was significant and that one was negative.

FIGURE 3

YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 1: There will be positive relationships among the achievement criterion measures.

INSTRUMENTS: Math-Reading-Grade Point Average
VARIABLES: Same

	2		3		4	
	MATH		READING		G.P.A.	
	10	14	10	14	10	14
2 MATH			.51	.46	.52	.45
3 READING	.51	.46			.49	.54
4 GRADE POINT AVERAGE	.52	.45	.49	.54		

HYPOTHESIS 2: There will be positive relationships among the achievement and the Peer BRS criterion measures.

INSTRUMENTS: Math-Reading-Grade Point Average Peer BRS
VARIABLES: Same

	5		6		7		8		9		10		11		12	
	BRS 1		BRS 2		BRS 3		BRS 4		BRS 5		BRS 6		BRS 7		BRS 1 - 4	
	TA - A		TA - NA		AUTHORITY		IPR		ANXIETY		AGGRESSION		AGGRESSION		TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	.50	.42	.33	.28	.42	.31	.45	.32	-.22		-.12	.18	.33	.13	.47	.39
3 READING	.49	.42	.31	.39	.39	.25	.37	.40	-.16			.28	.23	.19	.43	.41
4 GRADE POINT AVERAGE	.79	.85	.57	.52	.70	.64	.68	.67	-.32	-.19	-.10	.31	.43	.27	.76	.91

HYPOTHESIS 3: There will be positive relationships among the intrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Intrinsic Values

	21		22		23		24		26		27		28		34	
	OCC. VAL. ALTRUISM		OCC. VAL. ESTHETICS		OCC. VAL. INDEPEN.		OCC. VAL. MANAGEMENT		OCC. VAL. SELF-SATIS		OCC. VAL. INTEL.STIM		OCC. VAL. CREATIVITY		OCC. VAL. VARIETY	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
21 ALTRUISM			-.24	-.22	-.27	-.20	-.36	-.25	.32	.35			.10			
22 ESTHETICS	-.24	-.22				-.15		-.12	-.35	-.25	-.14					-.14
23 INDEPENDENCE	-.27	-.20		-.15			.34	.18	-.19		-.14		-.19			
24 MANAGEMENT	-.36	-.25		-.12	.34	.18			-.24	-.20	-.28	-.21	-.33	-.20	-.11	-.19
26 SELF-SATISFACTION	.32	.35	-.35	-.25	-.19		-.24	-.20						-.15		
27 INTELLECTUAL STIMULATION			-.14		-.14		-.28	-.21					.31	.42		
28 CREATIVITY	.10				-.19		-.33	-.20		-.15	.31	.42				
34 VARIETY				-.14			-.11	-.19								
36 INTRINSIC TOTAL	.30	.25	.18	.12	.19	.29			.19	.26	.49	.56	.40	.53	.38	.30

HYPOTHESIS 4: There will be positive relationships among the extrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Extrinsic Values

	25		29		30		31		32		33		35	
	OCC. VAL. SUCCESS		OCC. VAL. SECURITY		OCC. VAL. PRESTIGE		OCC. VAL. ECON. RET.		OCC. VAL. SURROUND.		OCC. VAL. ASSOCIATES		OCC. VAL. FOL.FATHER	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14
25 SUCCESS							-.23				-.27	-.21	-.21	-.19
29 SECURITY					-.16	-.15								
30 PRESTIGE			-.16	-.15			.17	.25	-.24	-.24	-.15	-.25	-.20	
31 ECONOMIC RETURNS	-.23				.17	.25			-.14		-.14	-.12		
32 SURROUNDINGS					-.24	-.24	-.14					.19		-.13
33 ASSOCIATES	-.27	-.21			-.15	-.25	-.14	-.12		.19				
35 FOLLOW FATHER	-.21	-.19			-.20					-.13				
37 EXTRINSIC TOTAL		.15	.36	.42	.30	.39	.36	.45	.21	.20	.23	.22	.41	.37

FIGURE 3

YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 5: There will be negative relationships among the intrinsic and extrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Intrinsic and Extrinsic Values

		21 OCC. VAL. ALTRUISM		22 OCC. VAL. ESTHETICS		23 OCC. VAL. INDEPEN.		24 OCC. VAL. MANAGEMENT		26 OCC. VAL. SELF-SATIS		27 OCC. VAL. INTEL.STIM		28 OCC. VAL. CREATIVITY		34 OCC. VAL. VARIETY		36 INTRINSIC TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
25	SUCCESS		-.11			-.12		-.15		.12			-.10						-.15
29	SECURITY	-.14			-.12						-.10	-.16	-.26	-.25	-.34			-.35	-.42
30	PRESTIGE	-.17	-.22			-.15	-.16			-.24	-.29	-.15	-.14			-.22	-.26	-.30	-.39
31	ECONOMIC RETURNS	-.40	-.26			.13		.42	.28	-.36	-.19	-.27	-.28	-.24	-.28	-.11	-.22	-.36	-.45
32	SURROUNDINGS		-.13					-.12			.18	-.14	-.20	-.10	-.27			-.21	-.20
33	ASSOCIATES	.31	.24	-.24	-.14	-.17	-.17	-.19		.19			-.13	-.16	-.26	-.10		-.23	-.22
35	FOLLOW FATHER			-.20	-.16	-.10					-.11	-.13	-.16	-.18	-.17	-.17	-.15	-.41	-.37
37	EXTRINSIC TOTAL	-.30	-.25	-.18	-.12	-.19	-.29			-.19	-.26	-.49	-.56	-.40	-.53	-.38	-.30	-1.00	-1.00

HYPOTHESIS 6: There will be positive relationships among the status levels of occupational aspiration, occupational expectation, and educational aspiration measures.

INSTRUMENTS: Occupational Interests
VARIABLES: Occupational Aspiration, Occupational Expectation, & Educational Aspiration

		38* OCC. ASPIRATION		39* OCC. EXPECT.		109* ED. ASPIRATION	
		10	14	10	14	10	14
38	OCCUPATIONAL ASPIRATION			.53	.68	.30	.61
39	OCCUPATIONAL EXPECTATION	.53	.68			.35	.76
109	EDUCATIONAL ASPIRATION	.30	.61	.35	.76		

*Remember that these Variables are reversed. Thus any correlations involving these Variables if positive, are actually negative correlations and if negative are actually positive correlations.

HYPOTHESIS 7: There will be positive relationships among the Occupational Interests discrepancy measures.

INSTRUMENTS: Occupational Interests
VARIABLES: Discrepancy Measures

		40 OCC.INT. EXP./ASP.		41 OCC.INT. F.OCC./ASP		42 OCC.INT. F.ASP/ASP.		43 OCC.INT. M.ASP/ASP	
		10	14	10	14	10	14	10	14
40	EXPECTATION/ ASPIRATION			.36	.37	.41	.65	.45	.63
41	FATHER OCC. ASPIRATION	.36	.37			.52	.50	.45	.48
42	FATHER ASP./ ASPIRATION	.41	.65	.52	.50			.67	.68
43	MOTHER ASP./ ASPIRATION	.45	.63	.45	.48	.67	.68		

HYPOTHESIS 8: Ther will be: (1) a positive relationship between the SAI active and passive coping measures, (2) a positive relationship between the SAI active and passive defensive measures, and (3) a negative relationship among the SAI coping and defensive measures.

INSTRUMENTS: Social Attitudes Inventory
VARIABLES: Active and Passive Coping and Defensive Measures

		44 SAI ACT. COP.		45 SAI PASS. COP.		46 SAI ACT. DEFEN		47 SAI PASS.DEFEN	
		10	14	10	14	10	14	10	14
44	ACTIVE COPING			.40	.21	.13	.10	.25	
45	PASSIVE COPING	.40	.21					.31	.20
46	ACTIVE DEFENSIVE	.13	.10					.48	.27
47	PASSIVE DEFENSIVE	.25		.31	.20	.48	.27		

HYPOTHESIS 9: There will be positive relationships among the measures of the same Sentence Completion coping style variables across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Stance

		48 STANCE AGGRESSION		54 STANCE AUTHORITY		60 STANCE ANXIETY		66 STANCE IPR		73 STANCE TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
48	AGGRESSION										
54	AUTHORITY					.11					
60	ANXIETY			.11						.13	
66	INTERPERSONAL RELATIONS										
73	TASK ACHIEVEMENT					.13					
80	STANCE TOTAL	.33	.28	.43	.40	.56	.47	.30	.36	.68	.68

FIGURE 3

YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 10: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Engagement

	49 ENGAGEMENT AGGRESSION		55 ENGAGEMENT AUTHORITY		61 ENGAGEMENT ANXIETY		67 ENGAGEMENT IPR		74 ENGAGEMENT TASK ACH.	
	10	14	10	14	10	14	10	14	10	14
49 AGGRESSION										
55 AUTHORITY						.15				
61 ANXIETY				.15						
67 INTERPERSONAL RELATIONS										
74 TASK ACHIEVEMENT										
81 ENGAGEMENT TOTAL	.28	.28	.49	.48	.44	.43	.38	.35	.66	.62

HYPOTHESIS 11: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Coping Effectiveness

	50 COP. EFF. AGGRESSION		56 COP. EFF. AUTHORITY		62 COP. EFF. ANXIETY		68 COP. EFF. IPR		75 COP. EFF. TASK ACH.	
	10	14	10	14	10	14	10	14	10	14
50 AGGRESSION			.15				.12			
56 AUTHORITY	.15				.16	.13		.13	.13	
62 ANXIETY			.16	.13				.14	.17	
68 INTERPERSONAL RELATIONS	.12			.13		.14			.16	
75 TASK ACHIEVEMENT			.13		.17		.16			
82 COPING EFF. TOTAL	.32	.20	.56	.52	.62	.56	.43	.48	.68	.64

HYPOTHESIS 12: There will be positive relationships among the Sentence Completion attitude measures across behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Attitude Measures

	53 ATTITUDE AUTHORITY		65 ATTITUDE IPR		72 ATTITUDE TASK ACH.	
	10	14	10	14	10	14
53 AUTHORITY			.18	.30		.21
65 INTERPERSONAL RELATIONS	.18	.30				.17
72 TASK ACHIEVEMENT		.21		.17		
79 ATTITUDE TOTAL	.75	.79	.71	.73	.41	.53

HYPOTHESIS 13: There will be positive relationships among measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Negative Affect

	51 NEG. AFF. AGGRESSION		57 NEG. AFF. AUTHORITY		69 NEG. AFF. IPR		76 NEG. AFF. TASK ACH.	
	10	14	10	14	10	14	10	14
51 AGGRESSION			.24					
57 AUTHORITY	.24				.15	.15	.13	.11
69 INTERPERSONAL RELATIONS			.15	.15				
76 TASK ACHIEVEMENT			.13	.11				
83 NEG. AFF. TOTALS	.40	.25	.70	.68	.51	.55	.52	.45

HYPOTHESIS 14: There will be positive relationships among measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Positive Affect

	59 POS. AFF. AUTHORITY		71 POS. AFF. IPR		78 POS. AFF. TASK ACH.	
	10	14	10	14	10	14
59 AUTHORITY						
71 INTERPERSONAL RELATIONS						
78 TASK ACHIEVEMENT						
100 POS. AFF. TOTAL	.59	.53	.23	.28	.82	.84

FIGURE 3

YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 15: There will be a positive relationships between the total attitude measure and the total positive affect measure There will be negative relationships between the total attitude measures and the total negative affect measure.

INSTRUMENTS: Sentence Completion
VARIABLES: Total Attitude and Affect Measures

	83		100		79	
	NEG. AFF. TOTAL		POS. AFF. TOTAL		ATTITUDE TOTAL	
	10	14	10	14	10	14
83 NEGATIVE AFF. TOTAL						
100 POSITIVE AFF. TOTAL						
79 ATTITUDE TOTAL						

HYPOTHESIS 16: There will be positive relationships among the total amount of positive affect and the total attitude measure with coping score totals. There will be negative relationships among the total amount of negative affect expressed and the total attitude mean with the coping score totals.

INSTRUMENTS: Sentence Completion
VARIABLES: Affect & Attitude by Coping Totals

	100		83		79	
	POSITIVE TOTAL		NEGATIVE TOTAL		ATTITUDE TOTAL	
	10	14	10	14	10	14
80 TOTAL STANCE		.20	-.48	-.41		.13
81 ENGAGEMENT			-.42	-.42		
82 COPING	.13	.23	-.80	-.73	.13	.15

HYPOTHESIS 17: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Engagement

	148		154		137		138		125		126		111		119	
	Story 8 AGGRESSION		Story 5 ANXIETY		Story 2 AUTHORITY		Story 10 AUTHORITY		Story 4 IPR		Story 7 IPR		Story 1 A - TA		Story 6 NA - TA	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
148 AGGRESSION						.13						.11				
154 ANXIETY																
137 AUTHORITY		.13						-.10						.12		
138 AUTHORITY						-.10					.13					.10
125 INTERPERSONAL RELATIONS														.12	.11	
126 INTERPERSONAL RELATIONS		.11					.13						.11		.17	.21
111 ACADEMIC TASK ACH.						.12				.12	.11					
119 NONACADEMIC TASK ACH.								.10	.11		.17	.21				
90 ENGAGEMENT TOTAL	.22	.39	.48	.43	.37	.36	.41	.30	.30	.30	.45	.33	.38	.43	.45	.34

HYPOTHESI : There will be positive relationships among the measures of the same Story Completion coping sty'e dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Initiation

	149		155		139		140		127		128		112		120	
	Story 8 AGGRESSION		Story 5 ANXIETY		Story 2 AUTHORITY		Story 10 AUTHORITY		Story 4 IPR		Story 7 IPR		Story 1 A - TA		Story 6 NA - TA	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
149 AGGRESSION			.12			.11						.11				.14
155 ANXIETY	.12									-.12						
139 AUTHORITY		.11									.10					
140 AUTHORITY											.16		.12		.10	.12
127 INTERPERSONAL RELATIONS				-.12								.13	.11			
128 INTERPERSONAL RELATIONS		.11			.10		.16			.13					.11	.17
112 ACADEMIC TASK ACH.							.12		.11							
120 NONACADEMIC TASK ACH.		.14					.10	.12			.11	.17				
91 INITIATION TOTAL	.34	.44	.21	.15	.37	.36	.42	.33	.29	.33	.51	.45	.30	.15	.49	.45

FIGURE 3
YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 19: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Implementation

		150		156		141		129		130		113		121	
		Story 8		Story 5		Story 10		Story 4		Story 7		Story 1		Story 6	
		AGGRESSION		ANXIETY		AUTHORITY		IPR		IPR		A - TA		NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
150	AGGRESSION									.14	.13				.19
156	ANXIETY														
141	AUTHORITY									.17		.15			
129	INTERPERSONAL RELATIONS									.12	.15				
130	INTERPERSONAL RELATIONS	.14	.13			.17		.12	.15				.10		.19
113	ACADEMIC TASK ACH.					.15					.10				
121	NONACADEMIC TASK ACH.		.19								.19				
92	IMPLEMENTATION TOTAL	.27	.42	.47	.36	.50	.34	.30	.25	.48	.42	.39	.32	.39	.42

HYPOTHESIS 20: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Persistence

		153		159		146		135		136		116		117		124	
		Story 8		Story 5		Story 10		Story 4		Story 7		Story 1		Story 1		Story 6	
		AGGRESSION		ANXIETY		AUTHORITY		IPR		IPR		A - TA		A - TA		NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
153	AGGRESSION													-.10			
159	ANXIETY										.11						
146	AUTHORITY																.13
135	INTERPERSONAL RELATIONS										.11						
136	INTERPERSONAL RELATIONS				.11				.11							.10	.22
116	ACADEMIC TASK ACH.	-.10												.84	.62	.11	
117	ACADEMIC TASK ACH.											.84	.62			.11	
124	NONACADEMIC TASK ACH.						.13			.10	.22	.11		.11			
95	PERSISTENCE TOTAL	.22	.24	.45	.40	.23	.28	.19	.27	.39	.47	.56	.46	.50	.28	.35	.41

HYPOTHESIS 21: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Coping Effectiveness

		107		104		102		108		103		106		101		105	
		Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6	
		AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
107	AGGRESSION						.10						.16	-.12		.10	.18
104	ANXIETY									.10							
102	AUTHORITY		.10							.10						.11	
108	AUTHORITY									.10		.17		.15	.16		.13
103	INTERPERSONAL RELATIONS			.10		.10		.10							.10		
106	INTERPERSONAL RELATIONS		.16					.17								.14	.22
101	ACADEMIC TASK ACH.	-.12						.15	.16		.10						
105	NONACADEMIC TASK ACH.	.10	.18			.11			.13			.14	.22				
96	COPING EFF. TOTAL	.26	.42	.46	.37	.29	.25	.47	.37	.31	.26	.50	.50	.40	.39	.43	.46

FIGURE 3

YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 22: There will be positive relationships among the measures of the same Story Completion affect dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Problem Affect

	151 Story 8 AGGRESSION		157 Story 5 ANXIETY		142 Story 2 AUTHORITY		143 Story 10 AUTHORITY		131 Story 4 IPR		132 Story 7 IPR		114 Story 1 A - TA		122 Story 6 NA - TA	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
151 AGGRESSION										-.11						
157 ANXIETY									.12							
142 AUTHORITY													.11			
143 AUTHORITY															.11	
131 INTERPERSONAL RELATIONS		-.11	.12									.12		.10		
132 INTERPERSONAL RELATIONS										.12			.17			
114 ACADEMIC TASK ACH.					.11					.10	.17					
122 NONACADEMIC TASK ACH.							.11									
93 PROBLEM AFF. TOTAL	.28	.32	.43	.39	.23	.24	.32	.21	.23	.23	.30	.38	.22	.15	.44	.36

HYPOTHESIS 23: There will be positive relationships among the measures of the same Story Completion affect dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Outcome Affect

	152 Story 8 AGGRESSION		158 Story 5 ANXIETY		144 Story 2 AUTHORITY		145 Story 10 AUTHORITY		133 Story 4 IPR		134 Story 7 IPR		115 Story 1 A - TA		123 Story 6 NA - TA	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
152 AGGRESSION								.15		-.12			-.12	-.15	.18	
158 ANXIETY														.11		
144 AUTHORITY											.14					
145 AUTHORITY		.15														
133 INTERPERSONAL RELATIONS		-.12														
134 INTERPERSONAL RELATIONS					.14											
115 ACADEMIC TASK ACH.	-.12	-.15		.11												
123 NONACADEMIC TASK ACH.	.18															
94 OUTCOME AFF. TOTAL	.20	.14	.14	.17	.34	.35		.16	.29	.34	.32	.19	.23	.34	.27	.26

HYPOTHESIS 24: There will be positive relationships among the Story Completion total affect measure and the total coping style measures.

INSTRUMENTS: Story Completion
VARIABLES: Affect Measures by Coping Style Measures

	90 ENGAGEMENT TOTAL		91 INITIATION TOTAL		92 IMPLEMENT. TOTAL		95 PERSIST. TOTAL		96 COPING EFF TOTAL	
	10	14	10	14	10	14	10	14	10	14
93 PROBLEM AFF.	.56	.47	.39	.36	.53	.36	.46	.37	.58	.51
94 OUTCOME AFF.	.51	.44	.39	.30	.44	.38	.43	.37	.61	.56

HYPOTHESIS 25: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Engagement by Engagement

	148 Story 8 AGGRESSION		154 Story 5 ANXIETY		137 Story 2 AUTHORITY		138 Story 10 AUTHORITY		125 Story 4 IPR		126 Story 7 IPR		111 Story 1 A - TA		119 Story 6 NA - TA		90 ENGAGEMENT TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
49 AGGRESSION				-.12										.13				
55 AUTHORITY						.12												
61 ANXIETY																		
67 INTERPERSONAL RELATIONS		.11		.10						-.11								.10
74 TASK ACHIEVEMENT	.13			-.10														
81 ENGAGEMENT TOTAL						.13												

FIGURE 3
YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 26: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Coping Effectiveness by Coping Effectiveness

	107		104		102		108		103		106		101		105		96	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		COPING EFF	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
50 AGGRESSION							.14										.10	
56 AUTHORITY							.10		.12				.12	.12				
62 ANXIETY							.16										.10	
68 INTERPERSONAL RELATIONS		.14		.11										.10				
75 TASK ACHIEVEMENT	.13					.11	.13										.15	
82 COPING EFF. TOTAL						.11	.17		.10								.14	

HYPOTHESIS 27: The Story Completion affect measures will be positively related to the Sentence Completion affect measures and negatively related to the Sentence Completion negative affect measures of the same behavior area.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Story Problem Affect and Sentence Positive and Negative

	151		157		142		143		131		132		114		122		93	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		PROB. AFF.	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
51 NEG. AFF. AGGRESSION										-.10								
57 NEG. AFF. AUTHORITY						-.10		-.15										
63 NEG. AFF. ANXIETY													-.13				-.14	
69 NEG. AFF. IPR														-.14				
76 NEG. AFF. TASK ACH.																		
83 NEG. AFF. TOTAL	-.10																	
59 POS. AFF. AUTHORITY	-.10										-.15	.10						
71 POS. AFF. IPR								-.10			-.11		-.16					
78 POS. AFF. TASK ACH.														-.16				
100 POS. AFF. TOTAL	-.11										-.15			-.13				

HYPOTHESIS 28: The Story Completion affect measures will be positively related to the Sentence Completion affect measures and negatively related to the Sentence Completion negative measures of the same behavior area.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Story Outcome Affect and Sentence Positive and Negative

	152		158		144		145		133		134		115		123		94	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		OUTCOME AF	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
51 NEG. AFF. AGGRESSION		.12																
57 NEG. AFF. AUTHORITY				.17	.13													
63 NEG. AFF. ANXIETY	-.10							-.13										
69 NEG. AFF. IPR									-.11									
76 NEG. AFF. TASK ACH.																		
83 NEG. AFF. TOTAL				.13					-.10						.11			
59 POS. AFF. AUTHORITY									-.12			-.10			-.11			
71 POS. AFF. IPR																		
78 POS. AFF. TASK ACH.								.13			.10						.11	
100 POS. AFF. TOTAL								.12					.10					

FIGURE 3
YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 29: The Sentence and Story Completion total measures of coping style dimension will be positively related to the SAI coping measures and negatively related to the SAI defensive measures.

INSTRUMENTS: Sentence Completion and SAI
VARIABLES: Sentence Total Coping Styles by SAI Coping and Defensive Variables

	80 TOTAL STANCE		81 TOTAL ENGAGEMENT		82 TOTAL COPING	
SAI	10	14	10	14	10	14
44 ACTIVE COPING						.11
45 PASSIVE COPING	.10					
46 ACTIVE DEFENSE						
47 PASSIVE DEFENSE		.11				

HYPOTHESIS 30: The Sentence and Story Completion total measures of coping style dimension will be positively related to the SAI coping measures and negatively related to the SAI defensive measures.

INSTRUMENTS: Story Completion and SAI
VARIABLES: Total Coping Styles by Coping and Defensive Variables

	89 TOTAL STANCE		90 TOTAL ENGAGEMENT		91 TOTAL INITIATION		92 TOTAL IMPLEMENT.		95 TOTAL PERSIS.		96 TOTAL COPING	
SAI	10	14	10	14	10	14	10	14	10	14	10	14
44 ACTIVE COPING												
45 PASSIVE COPING			.12		.12		.17		.14		.11	
46 ACTIVE DEFENSE												
47 PASSIVE DEFENSE												

HYPOTHESIS 31: The SAI coping scores will be positively related with the Story Completion total affect measures, positively related with the Sentence Completion total positive affect measure, and negatively related with the Sentence Completion total negative affect measures.
The SAI defensive scores will be negatively related with the Story Completion total affect measures, negatively related with the Sentence Completion total positive affect measure, and positively related with the Sentence Completion total negative affect measure.

INSTRUMENTS: SAI, Story and Sentence Completion
VARIABLES: SAI by Affect Scores

	93 TOT. STORY PROB. AFF.		94 TOT. STORY OUTCOME AF		100 TOT. SENT. POS. AFF.		83 TOT. SENT. NEG. AFF.	
	10	14	10	14	10	14	10	14
44 ACTIVE COPING								
45 PASSIVE COPING								
46 ACTIVE DEFENSE								
47 PASSIVE DEFENSE								

HYPOTHESIS 32: The Occupational Values intrinsic measures will be positively related with the Sentence and Story total coping dimension measures

INSTRUMENTS: Occupational Values, Story and Sentence Completion
VARIABLES: Intrinsic Values, Total Coping Measures

	21 OCC. VAL. ALTRUISM		22 OCC. VAL. ESTHETICS		23 OCC. VAL. INDEP.		24 OCC. VAL. MANAGEMENT		26 OCC. VAL. SELF-SATIS		27 OCC. VAL. INTEL.STIM		28 OCC. VAL. CREATIVITY		34 OCC. VAL. VARIETY		36 INTRINSIC TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
80 SENT.COMP. STANCE	.11											.14			.14			
81 SENT.COMP. ENGAGEMENT											-.10	.10						
82 SENT. COMP. TOTAL COPING	.10	.11										.20						
89 STORY COMP. STANCE																		
90 STORY COMP. ENGAGEMENT				-.10														
91 STORY COMP. INITIATION								-.10				.11						
92 STORY COMP. IMPLEMENT.																		
95 STORY COMP. PERSISTENCE								-.14										
97 STORY COMP. SOCIABILITY							:10											
98 STORY COMP. ATTIT. AUTH.									.10					-.10				
96 STORY COMP. TOTAL COPING																		

FIGURE 3

YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 33: The Occupational Values intrinsic measures will be positively related with the SAI coping measures and negatively related with the SAI defensive measures.

INSTRUMENTS: Occupational Values and SAI

VARIABLES: Intrinsic Values, Coping and Defense Measures

		21 OCC. VAL. ALTRUISM		22 OCC. VAL. ESTHETICS		23 OCC. VAL. INDEP.		24 OCC. VAL. MANAGEMENT		26 OCC. VAL. SELF-SATIS		27 OCC. VAL. INTEL.STIM		28 OCC. VAL. CREATIVITY		34 OCC. VAL. VARIETY		36 TOTAL INTRINSIC	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
44	ACTIVE COPING								-.10				.19		.15	-.12			.14
45	PASSIVE COPING	.13	.13				-.17		-.14										
46	ACTIVE DEFENSE				.10	.12		.16											
47	PASSIVE DEFENSE					.17					.16								

HYPOTHESIS 34: The Occupational Values intrinsic measures will be positively related with the two Story total affect measures and the Sentence Total positive affect measures, and negatively related with Sentence total negative affect measures.

INSTRUMENTS: Occupational Values, Story & Sentence

VARIABLES: Intrinsic Values, Coping and Defense Measures

		21 OCC. VAL. ALTRUISM		22 OCC. VAL. ESTHETICS		23 OCC. VAL. INDEP.		24 OCC. VAL. MANAGEMENT		26 OCC. VAL. SELF-SATIS		27 OCC. VAL. INTEL.STIM		28 OCC. VAL. CREATIVITY		34 OCC. VAL. VARIETY		36 TOTAL INTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
93	STORY PROBLEM AFF.		-.13																
94	STORY OUTCOME AFF.																		
100	SENTENCE TOT. POS. AFF.							-.12					.14						
83	SENTENCE TOT.NEG. AFF.												-.22						

HYPOTHESIS 35: The Occupational Values extrinsic measures will be negatively related with the Sentence and Story total coping dimension measures.

INSTRUMENTS: Occupational Values, Story and Sentence Completion

VARIABLES: Extrinsic Values by Total Coping Dimension Measures

		25 OCC. VAL. SUCCESS		29 OCC. VAL. SECURITY		30 OCC. VAL. PRESTIGE		31 OCC. VAL. ECON. RET.		32 OCC. VAL. SURROUND.		33 OCC. VAL. ASSOCIATES		35 OCC. VAL. FOL.FATHER		37 TOTAL EXTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
80	SENTENCE STANCE							-.14				.11		-.10			
81	SENTENCE ENGAGEMENT													-.11			
82	SENTENCE TOTAL COPING							-.10	-.13								
89	STORY STANCE				.12												
90	STORY ENGAGEMENT												.12				
91	STORY INITIATION																
92	STORY IMPLEMENT.														-.12		
95	STORY PERSISTENCE																
96	STORY COPING EFF.												.12				

HYPOTHESIS 36. The Occupational Values extrinsic measures will be negatively related with the SAI coping measures and positively related with the SAI defensive measures.

INSTRUMENTS: Occupational Values, SAI

VARIABLES: Extrinsic Values by Coping and Defensive Measures

		25 OCC. VAL. SUCCESS		29 OCC. VAL. SECURITY		30 OCC. VAL. PRESTIGE		31 OCC. VAL. ECON. RET.		32 OCC. VAL. SURROUND.		33 OCC. VAL ASSOCIATES		35 OCC. VAL. FOL.FATHER		37 OCC. VAL. ESTRINSIC	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
44	ACTIVE COPING										-.12						-.14
45	PASSIVE COPING											.11	.11				
46	ACTIVE DEFENSE			.12											-.12		
47	PASSIVE DEFENSE																

FIGURE 3

YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 37: The Occupational Values extrinsic measures will be negatively related with the two Story total affect measures and the Sentence total positive affect measures, and positively with Sentence total negative affect measures.

INSTRUMENTS: Occupational Values, Story and Sentence Completion

VARIABLES: Extrinsic Values by Affect Measures

	25		29		30		31		32		33		35		37	
	OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.		TOTAL	
	SUCCESS		SECURITY		PRESTIGE		ECON. RET.		SURROUND.		ASSOCIATES		FOL.FATHER		EXTRINSIC	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
93 STORY PROB. AFF.				.14								.10				
94 STORY OUTCOME AFF.																
100 SENTENCE POS. AFF.						-.10		-.11								
83 SENTENCE NEG. AFF.																

HYPOTHESIS 38: The status level measures of occupational aspiration, occupational expectation, and educational aspiration will be positively related with the Sentence and Story total coping dimension measures.

INSTRUMENTS: Occupational Interests, Sentence and Story Completion

VARIABLES: Occupational Aspiration, Expectation, and Educational Aspiration by Total Coping Dimension

	38*		39*		109*	
	OCC.INT.		OCC.INT.		OCC.INT.	
	OCC.ASP.		OCC.EXP.		ED. ASP.	
	10	14	10	14	10	14
80 SENTENCE STANCE						
81 SENTENCE ENGAGEMENT						
82 SENTENCE TOTAL COPING						
89 STORY STANCE			-.12			
90 STORY ENGAGEMENT	-.10					
91 STORY INITIATION						
92 STORY IMPLEMENT.						
95 STORY PERSISTENCE	-.10					
96 STORY TOTAL COPING	-.11					-.12

*Remember that these Variables are reversed. Thus, any correlations involving these Variables if positive are actually negative correlations and if negative are actually positive correlations.

HYPOTHESIS 39: The status level measures of occupational aspiration, occupational expectation, and educational aspiration will be positively related with the SAI coping measures and negatively related with the SAI defensive measures.

INSTRUMENTS: Occupational Interest, SAI

VARIABLES: Occupational Aspirations and Expectations and Educational Aspiration by Coping and Defensive Measures

	38*		39*		109*	
	OCC.INT.		OCC.INT.		OCC.INT.	
	OCC.ASP.		OCC.EXP.		ED. ASP.	
SAI	10	14	10	14	10	14
44 ACTIVE COPING		-.11		-.20		-.21
45 PASSIVE COPING						
46 ACTIVE DEFENSE	.14		.14		.14	
47 PASSIVE DEFENSE				.14		.13

*Remember that these Variables are reversed. Thus, any correlations involving these Variables if positive are actually negative correlations and if negative are actually positive correlations.

HYPOTHESIS 40: The status level measures of occupational aspiration, occupational expectation, and educational aspiration will be positively related with the two Story total affect measures and the Sentence total positive affect measures, and negatively related with Sentence total negative affect measures.

INSTRUMENTS: Occupational Interests, Story and Sentence Completion

VARIABLES: Occupational Aspirations and Expectations, Educational Aspirations by Affect Measures

	38*		39*		109*	
	OCC.INT.		OCC.INT.		OCC.INT.	
	OCC.ASP.		OCC.EXP.		ED. ASP.	
	10	14	10	14	10	14
93 STORY PROBLEM AFF.						
94 STORY OUTCOME AFF.		-.10				
100 SENTENCE POSITIVE AFF.						
83 SENTENCE NEGATIVE AFF.						

*Remember that these Variables are reversed. Thus, any correlations involving these Variables if positive are actually negative correlations and if negative are actually positive correlations.

FIGURE 3
YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 41: There will be positive relationships between the aptitude variables and the achievement variables.

INSTRUMENTS: Achievement, Aptitude
VARIABLES: Achievement, Apititude
Total Peer BRS

	1 APTITUDE 10	 14
2 MATH	.34	.50
3 READING	.32	.40
4 GRADE POINT AVERAGE	.33	.31
12 TOTAL PEER BRS	.30	.30

HYPOTHESIS 42: There will be positive relationships between the intrinsic Occupational Values and the criterion measures.

INSTRUMENTS: Achievement, BRS,
Occupational Values
VARIABLES: Achievement, Total
Peer BRS, Intrinsic
Occupational Values

	21 OCC. VAL. ALTRUISM 10	 14	22 OCC. VAL. ESTHETICS 10	 14	23 OCC. VAL. INDEP. 10	 14	24 OCC. VAL. MANAGEMENT 10	 14	26 OCC. VAL. SELF-SATIS 10	 14	27 OCC. VAL. INTEL.STIM 10	 14	28 OCC. VAL. CREATIVITY 10	 14	34 OCC. VAL. VARIETY 10	 14	36 INTRINSIC TOTAL 10	 14
2 MATH					-.15		-.17	-.12		.13	.13		.15					
3 READING	.13				-.11	.16	-.24		.12		.16	.14	.20	.16		.12		.19
4 GRADE POINT AVERAGE		.11			-.22		-.26	-.10	.11	.10	.16	.23	.22	.19				.31
12 TOTAL PEER BRS	.13	.12			-.20		-.28	-.11	.16	.12	.13	.22	.15	.16				.29

HYPOTHESIS 43: There will be negative relationships between the extrinsic Occupational values and the criterion measures.

INSTRUMENTS: Achievement, BRS,
Occupational Values
VARIABLES: Achievement, Total Peer
BRS, Extrinsic
Occupational Values

	25 OCC. VAL. SUCCESS 10	 14	29 OCC. VAL. SECURITY 10	 14	30 OCC. VAL. PRESTIGE 10	 14	31 OCC. VAL. ECON. RET. 10	 14	32 OCC. VAL. SURROUND. 10	 14	33 OCC. VAL. ASSOCIATES 10	 14	35 OCC. VAL. FOL.FATHER 10	 14	37 ESTRINSIC TOTAL 10	 14
2 MATH			-.15		.12		-.11									
3 READING		-.13	-.10	-.22			-.19									-.19
4 GRADE POINT AVERAGE				-.21		-.10	-.13	-.16						-.11		-.31
12 TOTAL PEER BRS				-.19		-.15	-.24	-.13						-.13		-.29

HYPOTHESIS 44: There will be positive relationships between the status levels of occupational aspiration, occupational expectation, and educational aspiration and the criterion measures.

INSTRUMENTS: Achievement, BRS,
Occupational Values
VARIABLES: Achievement, Total Peer
BRS, Occupational Aspiration Expectation and
Educational Aspiration

	38* OCC.INT. OCC.ASP. 10	 14	39* OCC.INT. OCC.EXP. 10	 14	109* OCC.INT. ED ASP. 10	 14
2 MATH	-.29	-.23	-.17	-.32	-.19	-.39
3 READING	-.29	-.34	-.20	-.40	-.22	-.49
4 GRADE POINT AVERAGE	-.35	-.46	-.35	-.57	-.30	-.63
12 TOTAL PEER BRS	-.28	-.42	-.32	-.47	-.28	-.53

*Remember that these Variables are reversed. Thus, any correlations involving these Variables if positive are actually negative correlations and if negative are actually positive correlations.

FIGURE 3

YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 45: There will be negative relationships between the occupational interest discrepancy score and the criterion measures.

INSTRUMENTS: Achievement, Occupational Interest Discrepancies

VARIABLES: Achievement, Occupational Interest Discrepancies, Total Peer BRS

		40		41		42		43	
		OCC.INT.		OCC.INT.		OCC.INT.		OCC.INT.	
		EXP/ASP.		F.OCC.ASP.		F.ASP./ASP		M.ASP./ASP	
		10	14	10	14	10	14	10	14
2	MATH	.10	-.12				-.12	.12	
3	READING								
4	GRADE POINT AVERAGE		-.15		.15				
12	TOTAL PEER BRS			-.10	.17				

HYPOTHESIS 46: There will be a positive relationship between the SAI active and passive coping measures and the criterion measures.
There will be a negative relationship between the SAI active and passive defensive measures and the criterion measures.

INSTRUMENTS: Achievement, BRS, SAI

VARIABLES: Achievement, Total Peer BRS, Active & Passive Coping & Defensive Measures

		44		45		46		47	
		SAI		SAI		SAI		SAI	
		ACT. COP.		PASS.COP.		ACT. DEFEN		PASS.DEFEN	
		10	14	10	14	10	14	10	14
2	MATH					-.10	-.17		
3	READING			.12		-.21			-.17
4	GRADE POINT AVERAGE		.14			-.23		-.13	
12	TOTAL PEER BRS		.14			-.24			

HYPOTHESIS 47: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Achievement, BRS, Sentence Completion

VARIABLES: Achievement, Total Peer BRS, Stance

		48		54		60		66		73		80	
		STANCE		STANCE		STANCE		STANCE		STANCE		TOTAL	
		AGGRESSION		AUTHORITY		ANXIETY		IPR		TASK ACH.		STANCE	
		10	14	10	14	10	14	10	14	10	14	10	14
2	MATH				-.14	.12	.10					.10	
3	READING			-.13						.10			
4	GRADE POINT AVERAGE							.11					
12	TOTAL PEER BRS												

HYPOTHESIS 48: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Achievement, BRS, Sentence Completion

VARIABLES: Achievement, Total Peer BRS, Engagement

		49		55		61		67		74		81	
		ENGAGEMENT		ENGAGEMENT		ENGAGEMENT		ENGAGEMENT		ENGAGEMENT		ENGAGEMENT	
		AGGRESSION		AUTHORITY		ANXIETY		IPR		TASK ACH.		TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
2	MATH												
3	READING					.11						.10	
4	GRADE POINT AVERAGE												
12	TOTAL PEER BRS				-.10				.11				

HYPOTHESIS 49: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Achievement, BRS, Sentence Completion

VARIABLES: Achievement, Total Peer BRS, Coping Effectiveness

		50		56		62		68		75		82	
		COP.EFF.		COP.EFF.		COP.EFF.		COP.EFF.		COP.EFF.		COP.EFF.	
		AGGRESSION		AUTHORITY		ANXIETY		IPR		TASK ACH.		TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
2	MATH												
3	READING	.11											
4	GRADE POINT AVERAGE												
12	TOTAL PEER BRS								.13				

FIGURE 3

YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 50: There will be a positive relationship between the Sentence Completion attitude measures and the criterion measures.

INSTRUMENTS: Achievement, BRS, Sentence Completion

VARIABLES: Achievement, Total Peer BRS, Attitude Measures

	53		65		72		79	
	ATTITUDE		ATTITUDE		ATTITUDE		ATTITUDE	
	AUTHORITY		IPR		TASK ACH.		TOTAL	
	10	14	10	14	10	14	10	14
2 MATH				-.12		.12		
3 READING		-.19		-.27				-.23
4 GRADE POINT AVERAGE				-.17		.20		
12 TOTAL PEER BRS						.17		

HYPOTHESIS 51: There will be a positive relationship between the Sentence Completion positive affect variables and the criterion measures. There will be a negative relationship between the Sentence Completion negative affect variables and the criterion measures.

INSTRUMENTS: Achievement, BRS, Sentence Completion

VARIABLES: Achievement Total Peer BRS, Attitude Measures

2 MATH	59		71		78		100		51		57		69		76		83	
	POS. AFF.		POS. AFF.		POS. AFF.		POS. AFF.		NEG. AFF.		NEG. AFF.		NEG. AFF.		NEG. AFF.		NEG. AFF.	
	AUTHORITY		IPR		TASK ACH.		TOTAL		AGGRESSION		AUTHORITY		IPR		TASK ACH.		TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	.14				.14		.18											
3 READING					.13		.13								-.10			
4 GRADE POINT AVERAGE	.15				.10		.17											
12 TOTAL PEER BRS	.14				.13		.17						.10					

HYPOTHESIS 52: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion

VARIABLES: Achievement, Total Peer BRS, Engagement

	148		154		138		125		126		111		119		90	
	Story 8		Story 5		Story 10		Story 4		Story 7		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		IPR		IPR		A - TA		NA - TA		ENGAGEMENT	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH											.12	.19				.14
3 READING							.13				.21	.17	.11		.16	.14
4 GRADE POINT AVERAGE			.12				.12				.21		.11		.15	
12 TOTAL PEER BRS							.11				.25	.10				

HYPOTHESIS 53: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion

VARIABLES: Achievement, Total Peer BRS, Initiation

	149		155		139		140		127		128		112		120		91	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		INITIATION	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH		.10										.12	.16					.14
3 READING									.15	.13		.14	.12		.12		.11	.15
4 GRADE POINT AVERAGE				-.10									.12		.13			
12 TOTAL PEER BRS			.11												.10			

HYPOTHESIS 54: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion

VARIABLES: Achievement, Total Peer BRS, Implementation

	150		156		141		129		130		113		121		92	
	Story 8		Story 5		Story 10		Story 4		Story 7		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		IPR		IPR		A - TA		NA - TA		IMPLEMENT.	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH		.10								.12	.12					.12
3 READING							.15	.11		.14	.14				.13	.10
4 GRADE POINT AVERAGE			.10				.12				.13					
12 TOTAL PEER BRS											.17					

FIGURE 3
YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 55: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Persistence

	153		159		146		135		136		116		117		124		95	
	Story 8		Story 5		Story 10		Story 4		Story 7		Story 1		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		IPR		IPR		A - TA		A - TA		NA - TA		PERSISTENCE	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH					.13				.10	.11	.11		.11				.11	.11
3 READING					.10		.10	.11		.15			.11	-.11	.13		.13	
4 GRADE POINT AVERAGE			.14		.12		.10						.12		.14		.11	
12 TOTAL PEER BRS					.13		.13				.11		.14					

HYPOTHESIS 56: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Coping Effectiveness

	107		104		102		108		103		106		101		105		96	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		COP. EFF.	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH				.17			.10					.12		.11			.10	.17
3 READING			.10	.14								.14	.10				.15	.16
4 GRADE POINT AVERAGE																	.11	
12 TOTAL PEER BRS													.16					

HYPOTHESIS 57: There will be a positive relationship between the criterion measures and the Story Completion affect dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Problem Affect

	151		157		142		143		131		132		114		122		93	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		PROB. AFF.	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH														-.11				
3 READING																		
4 GRADE POINT AVERAGE								-.13		-.15				-.11				
12 TOTAL PEER BRS			-.11		-.10			-.13		-.11								

HYPOTHESIS 58: There will be a positive relationship between the criterion measures and the Story Completion affect dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Outcome Affect

	152		158		144		145		133		134		115		123		94	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		OUT. AFF.	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH		.12			-.13													
3 READING				-.10	-.11													
4 GRADE POINT AVERAGE																		
12 TOTAL PEER BRS					-.14						-.12					-.11		

HYPOTHESIS 60: There will be a positive relationship among the Parent/Child Interaction items.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction of Sentence Completion

	84		85		86		87	
	SENT.COMP.		SENT.COMP.		SENT.COMP.		SENT.COMP.	
	SELF-IMAGE		INT.ACTION		MOTHER		FATHER	
	10	14	10	14	10	14	10	14
84 SELF-IMAGE					.23	.27	.67	.67
85 INTERACTION					.26	.35	.37	.43
86 MOTHER	.23	.27	.26	.35				
87 FATHER	.67	.67	.37	.43				

FIGURE 3

YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 61: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion Instrument, and a negative relationship with the Authority Negative Affect measure.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction items by Authority Attitude, Coping Style, Coping Effectiveness, & Positive and Negative Affect measures.

		84		85		86		87	
		SENT.COMP. SELF-IMAGE		SENT.COMP. INT.ACTION		SENT.COMP. MOTHER		SENT.COMP. FATHER	
		10	14	10	14	10	14	10	14
53	AUTHORITY ATTITUDE								
54	AUTHORITY STANCE			-.10					
55	AUTHORITY ENGAGEMENT			-.12					-.12
56	AUTHORITY COPING EFF.			-.19					
59	AUTHORITY POS. AFFECT								
57	AUTHORITY NEG. AFFECT			.22			-.13	.13	

HYPOTHESIS 62: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion Instrument and a negative relationship with the Total Negative Affect measure.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction items by Total Attitude, Coping Style, Coping Effectiveness, Positive Affect & Negative Affect measures.

		84		85		86		87	
		SENT.COMP. SELF-IMAGE		SENT.COMP. INT.ACTION		SENT.COMP. MOTHER		SENT.COMP. FATHER	
		10	14	10	14	10	14	10	14
79	TOTAL ATTITUDE				.15				.10
80	TOTAL STANCE	.13			-.11			.13	
81	TOTAL ENGAGEMENT								
82	TOTAL COPING EFF.	.12		-.17	-.16				
100	TOTAL POS. AFFECT					.11			
83	TOTAL NEG. AFFECT			.24	.15				

HYPOTHESIS 63: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and the Story Completion Coping Effectiveness scores for the two Authority stories.

INSTRUMENTS: Sentence Completion and Story Completion
VARIABLES: Parent/Child Interaction items of Sentence Completion by Story Completion Coping Effectiveness for Story 2 and Story 10

		84		85		86		87	
		SENT.COMP. SELF-IMAGE		SENT.COMP. INT.ACTION		SENT.COMP. MOTHER		SENT.COMP. FATHER	
		10	14	10	14	10	14	10	14
102	STORY 2 COPING EFF.								
108	STORY 10 COPING EFF.	.10							

HYPOTHESIS 64: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and the Attitude Toward Authority measures of the Story Completion.

INSTRUMENTS: Sentence Completion and Story Completion
VARIABLES: Parent/Child Interaction items of Sentence Completion by Total Attitude Toward Authority of Story Completion

		84		85		86		87	
		SENT.COMP. SELF-IMAGE		SENT.COMP. INT.ACTION		SENT.COMP. MOTHER		SENT.COMP. FATHER	
		10	14	10	14	10	14	10	14
98	TOTAL ATTITUDE TOWARD AUTH.								

FIGURE 3
YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 65: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Coping Style, Coping Effectiveness, and Affect Scale scores of the Story Completion Instrument.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction items of Sentence Completion by Total Coping style, Coping Effectiveness and Affect Scale scores of Story Completion

		84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
		10	14	10	14	10	14	10	14
89	TOTAL STANCE					.11			
90	TOTAL ENGAGEMENT	.13						.11	
91	TOTAL INITIATION				.13				
92	TOTAL IMPLEMENTATION								
93	TOTAL AFFECT TONE 1st	.15						.17	
94	TOTAL AFFECT TONE 2nd								
95	TOTAL PERSISTENCE								
96	TOTAL COPING EFF.	.12							

HYPOTHESIS 66: There will be a positive relationship between the Parent/Child Interaction items from the Sentence Completion and the Active and Passive Coping scores from the Social Attitudes Inventory and a negative relationship with the Active and Passive Defensive scores.

INSTRUMENTS: Sentence Completion and Social Attitudes Inventory

VARIABLES: Parent/Child Interaction items from Sentence Completion, Active and Passive Coping and Active and Passive Defensive scores of SAI

		84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
	SAI	10	14	10	14	10	14	10	14
44	TOTAL COPING ACTIVE								
45	TOTAL COPING PASSIVE	.15						.12	
46	TOTAL ACTIVE DEFENS.								
47	TOTAL PASSIVE DEFENS.								

HYPOTHESIS 67: There will be a positive relationship between the Father/Child Interaction item from the Sentence Completion and the Occupational Value: "Follow Father."

INSTRUMENTS: Sentence Completion and Occupational Values

VARIABLES: Father/Child Interaction item from Sentence Completion, Occupational Value: "Follow Father"

		87 SENT.COMP. FATHER	
		10	14
35	OCC. VALUE "FOLLOW FATHER"		

FIGURE 3

YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 68: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Intrinsic Occupational Values.

INSTRUMENTS: Sentence Completion and Occupational Values

VARIABLES: Parent/Child Interaction items of Sentence Completion by Intrinsic Occupational Values

		84		85		86		87	
		SENT.COMP.		SENT.COMP.		SENT.COMP.		SENT.COMP.	
		SELF-IMAGE		INT.ACTION		MOTHER		FATHER	
	OCC. VALUES	10	14	10	14	10	14	10	14
21	ALTRUISM								
22	ESTHETICS								
23	INDEPENDENCE	.15						.14	
24	MANAGEMENT								
26	SELF-SATISFACTION								
27	INTELLECTUAL STIMULATION								
28	CREATIVITY								
34	VARIETY						.15		
36	TOTAL INTRINSIC								

HYPOTHESIS 69: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Extrinsic Occupational Values.

INSTRUMENTS: Sentence Completion and Occupational Values

VARIABLES: Parent/Child Interaction items of Sentence Completion by Extrinsic Occupational Values

		84		85		86		87	
		SENT.COMP.		SENT.COMP.		SENT.COMP.		SENT.COMP.	
		SELF-IMAGE		INT.ACTION		MOTHER		FATHER	
	OCC. VALUES	10	14	10	14	10	14	10	14
25	SUCCESS								
29	SECURITY								
30	PRESTIGE		-.11						
31	ECONOMIC RETURNS				.12				
32	SURROUNDINGS					-.11			
33	ASSOCIATES							.15	
35	FOLLOW FATHER		.11				-.11		
37	TOTAL EXTRINSIC								

HYPOTHESIS 70: There will be a negative relationship between the Father/Child Interaction item and the Discrepancy scores for: (a) Father's Occupation/Child's Aspiration and (b) Father's Aspiration for Child-Child's Aspiration. There will be a negative relationship between the Mother/Child Interaction item and the discrepancy score for Mother's Aspiration for Child-Child's Aspiration.

INSTRUMENTS: Sentence Completion and Occupational Interest Inventory

VARIABLES: Sentence Completion by Occupational Interest Inventory

		87		86	
		SENT.COMP.		SENT.COMP.	
		FATHER		MOTHER	
	OCCUPATIONAL INTEREST	10	14	10	14
41	FATHER OCC./ ASPIRATION				
42	FATHER ASP./ ASPIRATION				
43	MOTHER ASP./ ASPIRATION				

FIGURE 3

YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 71: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion Instrument and the Aptitude and Achievement measures.

INSTRUMENTS: Sentence Completion and Aptitude and Achievement

VARIABLES: Parent/Child Interaction items by Aptitude and Achievement measures

	84		85		86		87	
	SENT.COMP.		SENT.COMP.		SENT.COMP.		SENT.COMP.	
	SELF-IMAGE		INT.ACTION		MOTHER		FATHER	
	10	14	10	14	10	14	10	14
1 APTITUDE								
2 MATH								
3 READING					.13			-.13
4 GRADE POINT AVERAGE				-.12				-.11

HYPOTHESIS 72: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and both the Peer BRS Authority item and the Peer BRS Summary Score.

INSTRUMENTS: Sentence Completion and BRS

VARIABLES: Parent/Child Interaction items of Sentence Completion by Peer BRS Authority and Peer BRS Summary score

	84		85		86		87	
	SENT.COMP.		SENT.COMP.		SENT.COMP.		SENT.COMP.	
	SELF-IMAGE		INT.ACTION		MOTHER		FATHER	
	10	14	10	14	10	14	10	14
7 BRS PEER AUTHORITY								
12 BRS PEER SUMMARY SCORE								

HYPOTHESIS 73: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and both the Self-Rating Authority score and the Summary Score.

INSTRUMENTS: Sentence Completion and BRS

VARIABLES: Parent/Child Interaction items of Sentence Completion by Self-Rating Authority and Summary Scores

	84		85		86		87	
	SENT.COMP.		SENT.COMP.		SENT.COMP.		SENT.COMP.	
	SELF-IMAGE		INT.ACTION		MOTHER		FATHER	
	10	14	10	14	10	14	10	14
15 BRS SELF-RATING AUTH.								
20 SELF BRS SUMMARY SCORE				-.11				

ANOVA OF MEANS:
SUBGROUP DESCRIPTIONS

CHICAGO TEN-YEAR-OLD UPPER-LOWER CLASS MALES

Aptitude and Achievement

Although all subjects tested by the Chicago Station did not have the same Aptitude and Achievement measures available, as stated in the Variable Dictionary, we will assume that the statistical standardization procedures have succeeded in producing comparability of scores within age groups.

Of all groups, the ten-year-old upper-lower class boys showed the lowest overall Aptitude and Achievement scores relative to both age groups. They were the only group below average on all four Aptitude and Achievement measures. Below average on the Aptitude score, they were lowest of all groups on both the math and reading portions of the achievement tests and next to the lowest in school achievement as measured by grade point average.

Peer Behavior Rating Scales

This group was not rated significantly high or low by their peers on any Behavior Rating Scale item except one. For item Number 6, a Self-Assertion or Aggression item, they were rated as the third highest of the eight groups.

Self-Behavior Rating Scales

For self-ratings, the ten-year-old upper-lower class boys rated themselves as high on item 5, controlling anxiety, more often than any other groups.

Occupational Values

On the Occupational Values instrument, when this group was compared to the other seven groups, they ranked highest on Creativity and Prestige and second highest on Following Father. They stood lowest in Valuing Associates, second lowest on Independence and Self-Satisfaction, and third lowest on Altruism. They stood third from the top on the Extrinsic Value Score.

When intra-group rankings are looked at, it can be seen that these boys regarded Self-Satisfaction as the most important value, followed by Security and then Altruism. They were the only groups to include Security in the top three rankings, the other ten-year-old groups favoring Intellectual Stimulation.

Their last three rankings, Variety, Independence, and Esthetics, were identical with those of ten-year-old upper-middle class boys.

Occupational Interest Inventory

On the Occupational Interest Inventory this group stood out on two of the variables under study. They showed the highest discrepancy between their own objective aspiration level and the objective occupational aspiration level their fathers had for them. They stood second highest in the discrepancy between their objective status level of aspiration and the objective status level of their father's job.

Educational Aspiration

These boys were below average in their aspirations for education. They had the third lowest aspiration level of all groups, and the lowest of all male groups.

Social Attitudes Inventory

The active coping variables did not discriminate between groups at all. On the other Social Attitude variables the ten-year-old upper-lower class boys received the highest score on Passive Coping standing and average on both Active and Passive Defensiveness. Inasmuch as the means for all groups were much higher on the coping than the defense scales, this difference holds for the ten-year-old upper-lower class boys also.

Sentence Completion

The ten-year-old upper-lower class boys ranked next to lowest on Stance and Engagement with Aggression on the Sentence Completion stems. They ranked first in Engagement in dealing with Authority. On the Anxiety stems they ranked first in Engagement also. In the areas of Aggression, Authority, and Anxiety, these boys did not stand out otherwise, particularly on the coping variable where they were in the middle range.

In the areas of Interpersonal Relations and Task Achievement they stood out by ranking seventh and eighth respectively on the coping variable. They also were ranked eighth on the variable Frequency of Neutral Affect for the Interpersonal Relations area. These last ranks helped produce their ranking for total scores across all relevant Sentence Completion stems, eighth lowest on the coping variable. They did not stand out on any other total score variables.

On the combined variables which describe perceptions and relationships with parents, group 1 boys were highest of all groups in Interaction with Father. They did not differ significantly on any of the other scales in this area.

These boys had the highest "negative" discrepancy score of all groups on the Reality/Fantasy Achievement Discrepancy scale. However, none of the eight groups tested in Chicago differed significantly from one another, as there was not observed the extreme discrepancies observed at other stations. Thus these boys perceived their Task Achievement skills to be higher than those actually demonstrated in the achievement test score.

Story Completion

On Coping Effectiveness these boys scored highest of all groups on Story Two (Father's Authority) and Story Four (Interpersonal Relations). However, they were lowest of all groups on Sociability. Looking next at the Coping Style dimensions, these boys scored highest of all groups on Stance and second highest on "Affect Tone 1st" (affect associated with the Problem). These were the only differences involving this group.

Interpretive Comments

Group One boys, upper-lower class ten-year-olds, by virtue of their low standing on Aptitude and Achievement measures, would theoretically stand equally low on numerous other scales. The data seems to indicate that they did not know this. Rather, they seemed not to quite understand where they stood socially and potentially occupationally and educationally, and to be relatively unsure of themselves.

Their peers did not rate them high on any variables except Self-Assertion which is something of a negative comment. This item was interpreted to some measure as a statement of propensity to use physical force, and is therefore an item on which males are generally rated higher. Therefore, the rating of these boys on this variable says little about them except that they seem to fit a stereotypic image of boys.

The boys did not rate themselves consistently high or low, but only stood out in their opinion of their ability to deal with Anxiety situations by not getting upset. This is a fairly heavily sanctioned sex-typed characteristic; males should not get upset as easily as females. Ten-year-olds seem more prone to accept norms such as this unquestioningly.

Comparing the Occupational Values instrument findings and those from the Occupational Interest Inventory leaves one with a strong impression that these boys were quite unsure and unrealistic in this area. As a group they stood above average, third, on the Extrinsic score and in the middle range on the Intrinsic score, which does not show a particularly strong overall position. They were second highest on saying that they value Following Father in their own occupational plans. However, they were the top group in diverging from their father's aspirations for them, and differing in their own aspirations from the position that their father held. It would seem, therefore, that their analysis of the occupational world was still rather inaccurate. They did not know what they wanted either in values, absolute position, relative position, or all of these.

Again, in their educational aspirations they aspired to a level which, although below average for this sample, was quite high for their background. Their average placed them midway between university graduate and some college.

On the coping style projective type instruments, Sentence Completion and Story Completion, the pattern for this group of boys is milder than one might have supposed for their age group but is consistent with the unsure, Sullivanian "juvenile" period they are in. They aren't seen, or don't see themselves, as dealing squarely with aggression although they will engage directly with authority and anxiety issues.

They did not cope with Interpersonal Relations and Task Achievement with the frequency, consistency, or effectiveness of most of the other groups. The poor coping image is forcefully supported by the total coping variable for the Sentence Completion but was not as well substantiated by the Story Completion. This is in part due to the specificity of the stories which allow their abilities in dealing with authority, in this case Fathers, and oftentimes with peers, to come through.

The variables which describe the boys' perceptions of self in relation to parents, and the Reality/Fantasy Achievement Discrepancy scores, give support to a view of these boys as young, immature, and unsure of themselves, compensating by valuing highly idealized parental relationships and their own academic ability.

CHICAGO TEN-YEAR-OLD UPPER-LOWER CLASS FEMALES

Aptitude and Achievement

The ten-year-old upper-lower class girls in the Chicago sample are very much like their male counterparts in group one on the Aptitude and Achievement scales. Their math and reading achievement mean scores were lower than the same scores for their upper-middle class agemates, but slightly higher than the boys in group one; that is, they ranked second to lowest of all eight groups. They were slightly lower than their male counterparts on the Raven (second lowest). Their GPA mean was within the middle range for their age group.

Peer Behavior Rating Scales

Their peers rated these girls as significantly higher on dealing with Authority, third highest, and significantly lower on Self-Assertion, second lowest. On all other ratings they were within the middle range.

Self Behavior Rating Scales

These girls, with one exception, rated themselves as highest or second highest on the BRS scales. The exception was the Self-Assertion scale which might well have been interpreted by subjects as referring to physical assertion or physical aggression, thus, accounting for these girls' not rating themselves high. The Self-BRS summary score rated them highest of all groups.

Occupational Values

Their mean scores placed these girls highest, when compared to the other seven groups, on Intellectual Stimulation and Variety and second highest in Esthetics. They valued Independence and Success less than any other group and were next to the lowest, and very low (mean = 2.48), on Following Father. They ranked highest on the Intrinsic Value scale and lowest on the Extrinsic Value scale.

Like both ten-year-old upper-middle groups, these girls ranked Altruism first, then Self-Satisfaction and Intellectual Stimulation third. Their last three ranks were somewhat different, however, Prestige thirteenth, then Independence and work like that of the father fifteenth. In the last two ranks they were the same as ten-year-old middle-class girls who also showed the least interest in Independence and work like that of the father.

Occupational Interest Inventory

Although the means for all groups were high on objective status scale for both Aspiration and Expectation, this group stood next to the lowest on both the Aspiration and Expectation objective scales. This group was above average, third highest, on the discrepancy score between their aspiration and their father's occupation. Their aspiration for themselves was greater than the status level of their father's job.

Educational Aspiration

This group was next to the lowest in Educational Aspiration. However, the means for this variable were all within a range coinciding with the two highest points on the educational scale; i.e., university graduate and some college.

Social Attitudes Inventory

On the Social Attitudes Inventory total scores, this group was second highest on the Passive Coping and highest on Passive Defensive scales. All groups described themselves as coping more often than as displaying defensive behavior; however, it is notable that this group ranked high relative to the other groups on both passive scales.

Sentence Completion

In the area of Aggression these girls ranked second highest on the Engagement variable. They were highest on Attitude in the Authority and Interpersonal Relations areas, and with this positive attitude they still ranked lowest on Stance and next lowest on Engagement on the Interpersonal Relations variable. They did not vary significantly from the other groups on any of the Task Achievement variables. The total scores found them within the middle range on all variables except Attitude, on which they ranked highest.

Not surprisingly, these young working-class girls saw themselves as highest of all groups in the positiveness of their interactions with their parents.

These girls had scores on the Reality/Fantasy Achievement Discrepancy scale very similar to those of their male agemates of the same social class. That is, they had the second highest "negative" discrepancy score indicating that they overestimated their actual achievement in their self-report to about the same degree as did the group one boys.

Story Completion

On Coping Effectiveness, these girls scored highest of all groups on Story One (Academic Task Achievement), but did not differ significantly on any other Coping Effectiveness rating.

On the Coping Style dimensions they differed only on Stance where they scored second highest (next to their male agemates of the same social class). These were the only differences involving this group.

Interpretive Comments

The ten-year-old upper-lower class girls stood a little higher on the Achievement measures than their male social class and agemates, but were lower than the middle-class children. Inasmuch as they attended school primarily made up of the same social class children, there is reason to believe that some portion of their more positive attitudes about themselves and others was attributable to their reference group population.

Their peers rated them as outstanding only on Dealing with Authority in a positive direction and on Self-Assertion in a negative direction. However, they rated themselves as high on everything except Self-Assertion. Since Self-Assertion seems to be highly sex-related and a fairly negative comment, they were saying something good about themselves by rating themselves low on the Self-Assertion item. Overall, they gave themselves the highest ratings on the Behavior Rating Scale of any group. They seemed to be held in rather high stead by their peers and to see themselves very positively.

Group Two girls illustrated what might be thought to be the stereotypic value structure for females. They were highest on Intrinsic values and lowest on Extrinsic values. It should be noted that the inclusion of the "Follow Father" value in the Total Extrinsic score in effect weighted the total score against females. This is due to the sex typing of various occupations; i.e., a female may not want to follow her father because his job is not suitable, or thought suitable, for females.

Their Aspirations and Expectations were in keeping with their values and the historical expectations for females. They valued Success less than any other group and showed this in their low aspirations and expectations. Their discrepancy between their aspirations and their father's job level was high but, again, this is built into the system so that lower-class children almost of necessity will have the larger discrepancy.

The consistency of this group's responses is evidenced again in their educational aspirations. They were lower than any group except the fourteen-year-old upper-lower class girls.

The coping style instruments gave an impression of these girls most like their male Age x SES peers--albeit more passive. The Social Attitudes Inventory directly points to this passivity. Their one outstanding Story ranking, number one on Stance and Coping Effectiveness in Story One, can be construed both as a compliance score and passive.

A glaring contradiction between these girls' positive perception of their relationships with their parents and low or negative attitude toward authority (father) illustrates the unrealistic and idealized self-reports and self-perceptions of this group. Their self-BRS ratings were highest over all groups, except for a low rating on Self-Assertion, which could be an acknowledgement of some passivity. The Reality/Fantasy Achievement Discrepancy score was also idealized showing a high self-report of achievement far above their actual achievement.

Accepting the sex-appropriate behavioral and attitudinal differences, these girls showed a passive unrealistic idealistic view of themselves in a somewhat threatening world.

CHICAGO TEN-YEAR-OLD UPPER-MIDDLE CLASS MALES

Aptitude and Achievement

Group Three, the ten-year-old upper-middle class boys, ranked highest of all eight groups on Aptitude scores, both Achievement scores, and were third highest, though nonsignificant compared to their lower-class agemates, on GPA. They received the highest GPA of all male groups tested.

Peer Behavior Rating Scales

This group of boys was rated by their peers as being highest in Self-Assertion and second highest in Non-Academic Task Achievement. They were rated lowest of all groups in dealing with Authority and coping with Anxiety, and second lowest in working with others (Interpersonal Relations). With these extreme, relatively, ratings for specific scales they were second lowest on the summed score for the first four rating scales.

Self Behavior Rating Scales

Group Three's self-ratings fell within the average to high range across all scales and they are number two on the sum score. They ranked highest on Non-Academic Task Achievement and Self-Assertion, second highest on Interpersonal Relations, and third highest on Academic Task Achievement. Though not significant, they ranked as second or third highest on the remaining three variables.

Occupational Values

The two values these boys held highest relative to the other groups were Creativity (second highest) and Following Father (highest). They were among the lowest groups in valuing a number of scales: Independence (third lowest), and Esthetics, Associates and Variety (all second lowest). Their Intrinsic scale score was third from the bottom. They had what would look like a typical ten-year-old boy's mixed feelings for intrinsic values and what could also be typical for ten-year-old upper-middle class boys: a high value of their father's occupation or just of their father.

There was a wide range of scores on the Occupational Value Inventory for these boys. They preferred Altruism and Self-Satisfaction above all and Esthetics, Independence, and Variety least of all.

Like the two female ten-year-old groups, these boys placed Altruism first, followed by Self-Satisfaction and then Intellectual Stimulation. Their fourth choice was work like that of the father, quite a different pattern from the other three groups.

However, their last three rankings were identical to those of ten-year-old upper-lower males: Variety, Independence, and Esthetics.

Occupational Interest Inventory

Group Three had the highest Occupational Aspiration level and the second highest Expectation level. Their discrepancy score between their Aspiration and their Father's Occupation was less than average, (second lowest).

Educational Aspiration

Group Three ranked second highest in Educational Aspirations with a mean score of 1.03. This shows that almost all of these boys aspired to graduate from a university.

Social Attitudes Inventory

These boys followed the general pattern of higher coping and lower defensive scores than all groups showed. They had the lowest standing on Passive Defensive behavior, but did not significantly differ from the other groups on the remaining scales.

Sentence Completion

Group Three boys showed an extreme profile on the Aggression stems. They were lowest of all groups on Stance, Engagement, and Coping Effectiveness with the second lowest score on Neutral Affect and the second highest score on Negative Affect. They were also lowest in Engagement on Authority.

In the Interpersonal Relations area they achieved the lowest score of all groups on both Engagement and Coping Effectiveness. Interestingly enough, they excelled on only one variable for a behavior area, and that was a positive, highest, rank on Stance in the Anxiety area. These boys did not differ significantly from any of the other groups in the Task Achievement area. The total scores bear out the area rankings finding them lowest on Engagement of all groups.

These boys saw their parents' opinions of them as the highest of all groups; that is, their parents thought most highly of them as these boys saw it. They also saw their relationship with their father as fairly positive, third highest of all groups.

On the Reality/Fantasy Achievement Discrepancy scale, these boys received the highest "positive" (and the highest absolute)discrepancy score of all groups tested. That is, they tended, to a greater degree than any other group, to underestimate their actual achievement in their self-report as obtained from Sentence Completion Task Achievement data.

Story Completion

On Coping Effectiveness these boys were outstanding only on Story Seven (Interpersonal Relations) where they scored lowest of all groups. On the Coping Style dimensions they differed only on "Affect Tone 1st" (affect associated with the problem) where they received the highest score. In this they were similar to their male agemates of the upper-lower class.

Interpretive Comments

These ten-year-old upper-middle class boys were the highest in Aptitude and Achievement when measured with standardized tests. Their GPA was slightly lower than the girls of their socioeconomic status but above that of the lower-class children. This fact is significant and interpretable as it affected their opinions of themselves and as their projective behavior ratings illustrated their position regarding acceptable behavior.

Their peers seemed to recognize their competence, at least in dealing with Non-Academic Tasks, and their great self-assertiveness or aggressiveness. The low ratings they received on Coping with Authority, Interpersonal Relations and Anxiety may be indicative of the same self-assertiveness, fighting hard to get their own way.

The group three boys agreed with their peers that they were strong in Non-Academic Task Achievement and Assertiveness. However, they also saw themselves as coping well in Interpersonal Relations and with academic tasks. All of their ratings of themselves were fairly high. The coherence between the peer-ratings and the self-ratings for the two top-rated variables for these boys appeared to be a measure of their realism. The discrepancy between their ratings of themselves as high and their peer-ratings of them as low on some other variables might be looked at in light of the middle-class stress on individuality and achievement. What might be looked at as undue aggressiveness by peers, may be looked at by these boys as effort necessary to maintain their individuality and to achieve to the level expected of them.

In the occupational sphere the values these boys held are not consistent in favor of either Intrinsic or Extrinsic values. They seem to choose fairly carefully from the whole range of values. They valued two Intrinsic values, Altruism and Self-Satisfaction, highest and three Intrinsic values, Esthetics, Independence, and Variety, least.

Although not their most highly held value, they were far and away the highest of all groups on valuing Following Father. On the Sentence Completion item dealing with parents' attitudes toward the subject, they were also highest in attributing a very positive attitude to their fathers. It would seem that ten-year-old middle-class boys have the greatest respect for what their fathers do for a living and feel that their fathers hold them in high esteem. This feeling and respect may engender the relatively high degree of self-esteem exhibited in the Self-BRS.

The Group Three boys had the highest Occupational Aspiration level of all groups and their Expectation level was second only to that of the fourteen-year-old boys of their same socioeconomic level. This again would seem to indicate a strong sense of their own ability and awareness of the possibilities commensurate with their station.

Their Educational Aspiration score and position relative to the other groups reinforces the statement made about their Occupational Aspirations. They were second highest behind the fourteen-year-old middle-class boys. Almost all of them aspired to finish university work.

They followed the general pattern on the Social Attitudes Inventory; i.e., favoring the coping items as self-descriptions. They were the lowest on Passive Defense. When looked at with their Passive

Coping score, on which they were the lowest in their age group, one gets a further impression of the relative activity of these boys for their age. Although not necessarily more active in situations which seemed to call for activity, they had a tendency to say that they were not as passive in situations which seemed to call for passivity.

The Sentence and Story Completion instruments data did not clearly extend the impressions gained so far. Overall the boys were lowest on Engagement of all groups on the Sentence Completion. Their coping effectiveness scores were average for most stories and lowest on one story. . The story scores seemed to indicate positive affect expressed toward a problem but this was not borne out or extended to Effective Coping.

The Reality/Fantasy Achievement Discrepancy score projected an image lacking in self-assurance they did not see themselves as achieving to the level of their actual achievement.

These boys seem to be at the beginning of an awareness of their place in society with its commensurate advantages and responsibilities. They see their parents supporting them emotionally, and a prestigious future educationally and occupationally. To adults this future seems rosy. The issue for these boys is: Can I cope? It appears that as a group, if asked this question directly, they answer, "Yes, actively, independently, affirmatively." If asked subtly they seem to reply, "I am trying but am not as yet sure." Their behavior says, to their peers, "Not yet, but I am trying--or overcompensating--in the meantime." Their activity is not misplaced, as evidenced by their achievement and aspirations, but is not yet directed to their best advantage as is seen in their Peer BRS and the Coping Effectiveness scores.

CHICAGO TEN-YEAR-OLD UPPER-MIDDLE CLASS FEMALES

Aptitude and Achievement

The Group Four, ten-year-old upper-middle class girls, were above average within their age group of all four Aptitude and Achievement measures. They stood second highest on mathematics and reading achievement, and GPA. They were fourth highest in their Aptitude scores (but the lowest of all upper-middle class groups).

Peer Behavior Rating Scales

Their peers rated these girls as high, second highest, both on dealing with Authority and Interpersonal Relations. They rated them lowest of all groups on Non-Academic Task Achievement and Self-Assertion. This repeats the girls' pattern of the lower-class girls of the same age, to be high on dealing with authority but low on

Self-Assertion. It is interesting to note that, though not significant, this group stood second highest on all of the remaining BRS variables.

Self Behavior Rating Scales

These girls rated themselves as dealing better (second highest) with Academic Task Achievement and Authority than most of the other groups. They rated themselves lowest of all groups in Self-Assertion.

Occupational Values

Compared to the other groups, this group stood out as highest on Esthetic and third highest on Altruism values. They were third lowest on Creativity, second lowest on Success and valued Security less than any other group. Although their Intrinsic score was in the high-middle range and not significantly different from the top group in the lower-middle, they were next to the lowest in valuing Extrinsic values.

These girls held Altruism and Self-Satisfaction highest of all the values, and Esthetics, Independence, Management, and Success lowest.

Like ten-year-old upper-lower females and ten-year-old upper-middle males, these girls placed Altruism first, followed by Self-Satisfaction and then Intellectual Stimulation. Their last three rankings were slightly different than ten-year-old upper-lower females in that they included Esthetics as thirteenth, then Independence, and finally work like that of the father.

Occupational Interest Inventory

These girls, although middle-class, were third lowest on Occupational Aspiration. They also had a relatively small, second lowest, discrepancy between their Aspirations and their father's occupation.

Educational Aspiration

Group Four stood third highest on Educational Aspiration.

Social Attitudes Inventory

These girls were third highest of all groups on Passive Coping and lowest of all groups on Active Defensive.

Sentence Completion

The exact opposite from the same age and social class boys occurred with these girls. These Group Four girls ranked first in Stance, Engagement, Coping, and Neutral Affect and lowest on Negative Affect in the area of Aggression. They ranked second highest on Attitude in the Authority area, and though nonsignificant, they ranked highest on Stance and Coping.

These girls ranked in the middle groups on all variables in the area of Anxiety. In the Interpersonal Relations area, they ranked second highest on Attitude, highest on Engagement and Frequency of Neutral Affect, and lowest on Negative Affect. The Group Four girls were highest on Attitude and Neutral Affect, and lowest on Frequency of Positive Affect in the Task Achievement area. In addition, though nonsignificant, they ranked highest on Stance and Engagement. On the total scores, these girls ranked second highest on Attitude, highest on Engagement, and lowest in the Frequency of Positive Affect. They also ranked highest on Total Stance and Neutral Affect, though these last two means did not differ significantly from those of other groups.

They were second highest in their perception of their parents' image of them, and second highest on the interaction with father combined variable.

On the Reality/Fantasy Achievement Discrepancy scale, these girls received the third highest "positive" discrepancy score, but it must be mentioned that this was a very small discrepancy. Thus these girls tended only slightly to underestimate their actual achievement in their self-reports. They, along with groups Seven and Eight, seemed to rather accurately perceive their actual achievement or performance level.

Story Completion

On the Coping Effectiveness ratings these girls scored second highest on Story One (Academic Task Achievement) showing a similarity to their upper-lower class female agemates. They also scored highest of all groups on Total Coping Effectiveness. On the Coping Style dimensions these girls were highest of all groups on Engagement, Initiation, "Affect Tone 2nd" (affect expressed in conjunction with the outcome), and Persistence. Thus, overall, these girls had the most favorable Story Completion results of all groups.

Interpretive Comments

Within their age group, these girls were above average but second to the upper-middle class boys on ability and standardized achievement scores. They were the highest on GPA.

The peer ratings showed them high on Authority and Interpersonal Relations, and low on Non-Academic Task Achievement and Self-Assertion. This is the exact opposite of the ratings for the ten-year-old upper-middle class boys. They saw themselves as dealing with Academic Task Achievement and Authority to a high degree but not strong on Self-Assertion.

It would appear that there is a rather formal delineation of sex-related behaviors and norms which these children recognize and to which they subscribe. It is as if the ten-year-old girls and boys have divided the areas of Achievement and determined that the girls should excel in the Academic area and the boys in the Non-Academic area. Middle-class girls especially, but all girls too, deal better with Authority than boys. For their age group, these girls were the most skilled in dealing with Authority.

Although standing mid-range on the Intrinsic Value scale, these girls are much lower on the Extrinsic scale. Their highest held values were Altruism and Self-Satisfaction and they were the highest of all groups on the Esthetic value scale, but Esthetics was one of the lowest values on their personal preference scale. Their other low values were Independence, Management, and Success. Their low absolute ranking on Success and low relative ranking on Security summating in the low Extrinsic score anticipated the relative low aspirations these girls showed. Although their Occupational Aspirations were low, their Educational Aspirations were very high, third highest behind both groups of middle-class boys.

Their SAI scores showed a tendency toward greater passivity and coping. They were high with all groups on Active Coping and highest on Passive Coping. They were lowest on Active Non-Coping and mid-range on Passive Non-Coping.

Almost perfectly these ten-year-old middle-class girls projected the socially desirable image for their age, sex, and social class group in their Sentence and Story Completions. On both instruments they were highest of all groups in Engagement. They showed positive attitude or affect or neutral affect and almost no negative affect across dimensions. This in itself denotes a highly socialized response indicating the middle-class norm against showing negative affect and preferring no show of affect to a show of negative affect. Their Total Coping Effectiveness rating was highest of all groups.

The difference in maturity between sexes at this age was exemplified in their highly realistic and accurate aspirations and perception of their own achievement. Although their aspirations were lower than most other groups they were in keeping with their parents' high position. Just as their achievement was high, and they seemed to have iternalized this also.

Over all instruments these girls gave a highly consistent picture of maturing, well-socialized, socially-adjusted and accepting middle-class girls. Certainly we must question the degree to which even our semi-projective instruments elicit socially desirable responses. However one really has to want to conform to the socially desirable norm in order to be as consistent as these girls.

CHICAGO FOURTEEN-YEAR-OLD UPPER-LOWER CLASS MALES

Aptitude and Achievement

Group Five, the fourteen-year-old upper-lower class boys, stood below average for their age group on the standardized aptitude score. They were also below average on the math and reading achievement test scores, but were not significantly lower than the upper-middle class groups as was the case for the ten-year-old upper-lower class boys. Their GPA mean score was significantly lower than the highest mean for their age group which belonged to the upper-middle class girls. In fact, they ranked as the lowest of all groups with respect to GPA.

Peer Behavior Rating Scales

These boys were outstanding in their ratings from their peers in that they were most consistently ranked low. They were ranked lowest of all groups on Academic Task Achievement, Interpersonal Relations, and Aggression, and next to lowest on Non-Academic Task Achievement and Authority. Their sum score of the first four variables placed them lowest of all groups.

Self Behavior Rating Scales

They did not rate themselves as low as their peers rated them. For the most part, they rated themselves in the middle range. That is, as a group, their ratings did not place them at the highest or lowest extremes. Only on the Authority item did they rate themselves lowest.

Occupational Values

The summed scores for this group rather closely reflected their ranking on individual values. They stood next to the lowest, compared to the other groups, on Intrinsic Score and were lowest on Altruism, Self-Satisfaction, and second lowest on Intellectual Stimulation. They were second highest on Extrinsic Score, and on the individual values, they stood first on Security and Economic Returns, second on Success, and third on Independence and Creativity.

These boys gave the top three rankings to the same values as did fourteen-year-old upper-middle class males, but the order was somewhat different. These boys placed Security first, then Self-Satisfaction, and Success third. Their last three rankings were also the same values as fourteen-year-old upper-middle class males but again in a different order: Variety, thirteenth, then Esthetics, and finally work like that of the father.

Occupational Interest Inventory

This group stood above average (third) on Occupational Aspirations. They stood first in the size of the discrepancy between their aspirations for themselves and their father's occupational level.

Educational Aspiration

This group's mean score for Educational Aspiration fell within the middle range, which on the scale comes out to between university graduate and some college.

Social Attitudes Inventory

Group Five was next to lowest of all groups on Passive Coping and the highest on Active Defensive. Relatively, of course, they still described themselves as primarily copers, but to the degree that they were not copers, they were more active than the other groups.

Sentence Completion

On the Sentence Completion stems this group stood out on only one variable, but did stand out consistently over a number of areas. This group ranked lowest on Attitude in the Authority and Task Achievement areas and next to lowest on Attitude in the Interpersonal Relations area. It may be of interest that in the area of Anxiety (though nonsignificant), they received the second highest score on Stance, Engagement, and Frequency of Neutral Affect and the highest score on Coping Effectiveness. The total score on Attitude bears this out, ranking them lowest of all groups. They were second lowest on Total Frequency of Negative Affect, though this was a nonsignificant difference. These boys ranked in the middle group on all Parent/ Child Interaction items.

On the Reality/Fantasy Achievement Discrepancy scale, these boys had the second highest "positive" discrepancy score of all groups though this discrepancy was not really very great. Thus, these boys tended to underestimate their actual performance in their self-reports, though not to the degree of overestimation observed in the ten-year-old upper-middle class males.

Story Completion

On the Coping Effectiveness ratings, these boys were lowest of all groups on Story Two (Father's Authority), Story Four (Interpersonal Relations), Story One (Academic Task Achievement), and on Total Coping Effectiveness. They were second lowest on Story Seven (Interpersonal Relations). On the Coping Style dimensions these boys were also uniformly low. They were lowest of all groups on Engagement, Initiation, "Affect Tone 2nd" (affect expressed in conjunction with the Outcome), and on Persistence. They were second lowest on Stance. Thus, overall, this group had the poorest standing of all groups on the Story Completion scales.

Interpretive Comments

These fourteen-year-old upper-lower class boys were consistently low on the ratings given them through standardized tests by teachers and by their fellow students. They seemed to recognize this to a greater extent than their ten-year-old brothers, seeing themselves as outstanding in no area and lowest on dealing with authority.

In the Occupational area their values were almost totally in keeping with what we have come to expect from boys. They were quite low on the Intrinsic scale and equally high on the Extrinsic scale. Their high success and material orientation was plain in their highest values, Security and Success, plus the fact that their lowest values included Follow Father. Since their fathers had relatively low status jobs, this additionally indicated their aspirations which were above average for occupations and average for education.

Their Story Completions showed low Coping Effectiveness ratings, low ratings almost across the board on the style variables, and low Affect expressed in conjunction with the problem and the outcome. On the Sentences, their attitude overall was the lowest of all groups.

From Self-Report, Peer ratings, Achievement and Projectives a pattern emerges that points to a negative, almost defeatist, attitude on the part of these boys. Non-coping and defensiveness are ofttimes related as they are directly in the Social Attitudes Inventory. The pervasive non-coping in the semi-projectives and the Active Defensive ratings on the SAI complete this negativistic picture. The occupational instruments take on added significance within this picture. Their high aspirations may be taken as an overcompensation for their low perception of their place abilities, and achievement. However in combination with their occupational values, their aspirations may truly indicate the importance of security, economic returns and success, particularly the first and third, for these boys. It seems worth considering that these boys did not see socially desirable responses, and effective coping with many tasks, as relevant to their economic values and goals.

CHICAGO FOURTEEN-YEAR-OLD UPPER-LOWER CLASS FEMALES

Aptitude and Achievement

The Group Six girls were the lowest on Aptitude score mean in their age group, in fact for all groups. As in all cases, they were below the mean on Achievement and GPA for their age group but they were not significantly lower than the group to which they were compared on the TUKEY test.

Peer Behavior Rating Scales

There was no BRS scale on which these girls were rated significantly higher or lower than their peers. They fell within the middle range on all scales according to the mean ratings by their peers.

Self Behavior Rating Scales

When rating themselves, these girls were more self-critical than the other groups, and, as compared to the ratings given by their peers, somewhat unjustly so. Their sum BRS score was the lowest of all groups. The sum score reflected the fact that they rated themselves lowest on Academic and Non-Academic Task Achievement and on Dealing with Anxiety.

Occupational Values

Group Six stood relative to the other groups (and within their own preference scale): highest on Altruism, and on Self-Satisfaction, second highest. They rated highest of all groups on both Surroundings and Associates. They were low on Creativity and the lowest on Following Father, which is after all a sex-specific value. They stood fairly high on Intrinsic values (third) and mid-range on Extrinsic values.

These girls ranked Altruism first followed by Self-Satisfaction and Pleasant Associates. All fourteen-year-old groups gave Self-Satisfaction a place in the first three rankings but its position varied from group to group. Their last three rankings were the same as those of fourteen-year-old upper-middle class females though the order was slightly different: Esthetics, thirteenth, Prestige and finally work like that of the father.

Occupational Interest Inventory

These girls had the lowest Occupational Aspirations and Expectations of any group in the sample. The discrepancy between their aspirations and their father's occupational level was fourth highest but the lowest of all the upper-lower class groups.

Educational Aspiration

Again, the low aspirations of this group were shown by their ranking last in Educational Aspiration. It should be repeated that the low ranking relative to the other groups does not indicate, as it should, that the mean for these girls on the absolute education scale was between university graduate and some college.

Social Attitudes Inventory

This group followed the pattern of describing themselves as higher on coping responses than on defensive responses but they were the second highest of all groups on Passive Defensive self-description responses.

Sentence Completion

On the area specific variables, this group of girls excelled significantly only in one area. On Engagement and Coping Effectiveness in the Interpersonal Relations area they were second highest. Of some interest, however, were their uniformly low, though nonsignificant, scores in the Anxiety area where they were lowest on Coping Effectiveness, and second lowest on Stance, Engagement, and Frequency of Neutral Affect. Furthermore, though again nonsignificant, in the Task Achievement area they achieved the lowest scores on both Stance and Engagement. On the parent relationship combined variables, they ranked lowest of all groups on parental image of subject, and next to lowest on interaction with father. They were also lowest on Interaction with Mother, though, again, this difference was nonsignificant.

On the Reality/Fantasy Achievement Discrepancy scale, these girls received the third highest "negative" discrepancy score, though it was not outstandingly high and was of about the same absolute magnitude as that observed for their male peers of the same social class. Thus, these girls tended to overestimate their actual achievement in their self-reports as obtained from Sentence Completion Task Achievement variables.

Story Completion

On the Coping Effectiveness ratings these girls stood highest of all groups on Story Ten (Mother's Authority) and on Story Seven (Interpersonal Relations). They were second lowest on Story One (Academic Task Achievement). On the Coping Style dimensions these girls differed only on Persistence where they were second lowest of all groups.

Interpretive Comments

The fourteen-year-old upper-lower socioeconomic status girls, Group Six, were low in ability, Achievement, and GPA. Their GPA mean was not as low as the mean for the fourteen-year-old upper-lower class boys. Their peers did not rate them high but did not rate them low, whereas the girls rated themselves very low as evidenced by their lowest position on the sum BRS scale. The self-criticalness of these girls seems extreme since their peers did not think as poorly of them as they did of themselves.

The projective instruments showed consistent poor and ineffective coping by these girls. Only in the areas of Interpersonal Relations and dealing with mother's authority did they cope effectively. They believed that their parents thought less of them more than did any other group. It would seem that their area of interest was the interpersonal area where they did better than elsewhere but did not think they did very well at all.

Their values were very female. They stood above average on Intrinsic values and midway on the Extrinsic scale. In part, their values can be seen in their aspirations which were the lowest of any group in both the Occupational and Educational areas. They preferred Altruism, Self-Satisfaction, Surroundings, and Associates. They did not seem to prefer or aspire to status, or if they would have preferred this, they did not aspire to or expect it. They were, by fourteen, too well aware of their limitations--maybe overaware.

CHICAGO FOURTEEN-YEAR-OLD UPPER-MIDDLE CLASS MALES.

Aptitude and Achievement

Group Seven, the upper-middle class fourteen-year-old boys, when compared to other groups, were the highest within their age group and the second highest of all groups on Aptitude score mean. They fell slightly lower than their female counterparts on Achievement and GPA but were higher than their agemates of the upper-lower class. Their rank as the fourth highest group on all achievement measures was not significant.

Peer Behavior Rating Scales

Their peers saw these boys as high (second highest) on Self-Assertion, and fairly low (sixth) on dealing with Authority.

Self Behavior Rating Scales

Group Seven self-ratings found these boys rating themselves lowest of all groups in dealing with Academic Task Achievement problems, and next to lowest in dealing with Authority and peers.

Occupational Values

Although the significant scores on particular values that these boys held varied somewhat from the breakdown for the Intrinsic and Extrinsic scores, they held the extreme scores on these two overall scales. For individual values they were lowest on Intellectual Stimulation, Surroundings, Variety, and Esthetics, and second lowest on Altruism, whereas they were highest on Independence and Success, and third highest on Follow Father. Their Intrinsic value total placed them lowest on these types of values, while their Extrinsic value total score placed them first.

These boys placed Self-Satisfaction first, then Success, and Security third. The values were the same as those chosen by fourteen-year-old upper-lower class males, but the order was different, these boys being not quite so interested in Security. Their last three rankings were also for the same values as fourteen-year-old upper-lower class males, but, as with the first three values, they ranked them differently: a job like that of the father coming thirteenth, then Variety, and finally Esthetics.

Occupational Interest Inventory

These boys had the second highest aspiration level mean and the highest expectation level. The discrepancy between their aspiration and their father's occupation level was small (third smallest), and the discrepancy between their aspirations for themselves and their father's aspirations for them was the smallest of any group.

Educational Aspiration

The mean for this group on Educational Aspiration was 1.00, which not only was the highest on any group, but also the highest possible mean. In effect, this means that every boy in this group aspired to finish university.

Social Attitudes Inventory

Although they were not significantly higher than even the lowest group, the mean score for these boys on Active Coping was the highest of all groups, and the mean score for their self-descriptions on Active Defensive was second highest. On the other hand, their Passive Coping and their Passive Defensive scores were the lowest of all groups. Although they followed the pattern of describing themselves as more copers than non-copers, they also seemed to be saying that they were more active in either instance than passive.

Sentence Completion

This group of boys ranked highest in Negative Affect and lowest in Neutral Affect in the Aggression area. They were second lowest (nonsignificant) in Coping Effectiveness. These boys stood next to lowest on Attitude in the Authority area. Though nonsignificant, it is interesting to note the trend of low scores in the Authority area. For example, though second highest on Stance, they were lowest on Coping Effectiveness, and Frequency of Neutral and Positive Affect, while highest in Frequency of Negative Affect. Their scores in the Anxiety area were generally in the middle ranges. They were lowest on Attitude and highest on Negative Affect in the Interpersonal Relations area, while standing second highest on Stance (nonsignificant). Their Task Achievement scores did not differ significantly from those of other groups. They were next to lowest of all groups on the total score for Attitude. They also earned the highest Total Frequency of Negative Affect, though neither was significant.

On the parental image of subject variable they ranked second lowest and on Interaction with Father they ranked lowest. They also ranked second lowest on Interaction with Mother, though the mean score was not significant.

On the Reality/Fantasy Achievement Discrepancy scale, these boys had the lowest "positive" (and the second lowest absolute) discrepancy score of all groups. Thus, while it may be said that they slightly underestimated their actual achievement, it would be perhaps more accurate to say that they perceived their actual achievement level rather accurately.

Story Completion

On the Coping Effectiveness ratings these boys differed significantly only on Story Ten (Mother's Authority) where they scored lowest of all groups. They received the highest score on Sociability and the lowest score on "Attitude toward Authority" (as obtained from Story Two concerning the father's authority). On the Coping Style dimensions these boys were lowest of all groups on Stance and second lowest on "Affect Tone 1st" (affect expressed in conjunction with the problem).

Interpretive Comments

These upper-middle class fourteen-year-old boys were high on Aptitude, Achievement, and GPA, though slightly lower than the same class and age girls on the last two indices. Their classmates saw them as being quite self-assertive but low in dealing with authority. This pattern, by the way, was clear in almost all instances. Where a group is high on Self-Assertion, they rank low on dealing with authority and vice-versa.

They agreed with their peers that they were not very good at dealing with authority, but also saw themselves as poor in coping with their peers and in Academic Task Achievement. This seems part of a general developmental trend toward greater self-criticalness.

These boys epitomized the expectations we had for middle-class males. Their intrinsic values were very low and their extrinsic values very high. They had high aspirations both occupationally and educationally and equally high Occupational Expectations. Their self-criticalness did not defeat them.

Their SAI profile described them more as copers and non-copers, as it did all groups, but also highly active. Their low overall attitude and negative affect in two areas indicated a negativism that was not prevalent elsewhere, except to some degree in their Self BRS.

If anything was conveyed about these boys by the projective instruments it was a sort of cynical realism. They know their strengths and weaknesses, and how to achieve, yet their overall coping effectiveness was quite low. It may be that as a group they saw themselves as coping poorly in comparison with their female age and classmates. But it may also be that they were not as affected by a social desirability press in the instruments and gave either more honest, or more sex appropriate and, therefore hostile and aggressive, responses.

CHICAGO FOURTEEN-YEAR-OLD UPPER-MIDDLE CLASS FEMALES

Aptitude and Achievement

The upper-middle class fourteen-year-old girls had the third highest Aptitude score, the highest of all female groups. They had the highest GPA of all groups tested, but did not differ significantly from other groups on math and reading scores.

Peer Behavior Rating Scales

The ratings for this group not only gave a clear indication of where they stood in the eyes of their peers, but also the positive-negative or sex-typing characteristics of the BRS scales. Group Eight ranked first on all of the BRS scales including the sum score with the exception of Scale 6, Self-Assertion. Their high rating on Scale 5 concerning Anxiety, however, indicated that they were the most easily upset group of all eight groups.

Self Behavior Rating Scales

These girls ranked themselves much lower than their peers ranked them. They ranked themselves six, seven, or eight on the Academic Task Achievement (six), Non-Academic Task Achievement (seven), Interpersonal Relations (eight), and Coping with Aggression (eight). The sum score, a total of the first four scales, ranked them seventh. This was likely due to a failure to nominate themselves, rather than negative nominations.

Occupational Values

These girls ranked second, compared to the other groups, on Intrinsic values emanating from their extreme scores on Altruism (rank = 2), Independence (2), Self-Satisfaction (1), Intellectual Stimulation (2), and Variety (2). It should be noted that this group received the lowest average score on one Intrinsic value, Creativity.

They ranked sixth on Extrinsic values, with mid-range scores for Success, Security, and Surroundings, and the lowest scores of all groups on Prestige and Economic Returns, and a low (6) mean for Following Father. Their top values were Altruism, Self-Satisfaction, and Intellectual Stimulation, whereas the values they held least were Creativity, Prestige, and Follow Father.

Like fourteen-year-old upper-lower class females, these girls placed Altruism first and then Self-Satisfaction. However, in third place they ranked Intellectual Stimulation rather than Pleasant Associates as did upper-lower class females.

Their last three rankings were for the same values as fourteen-year-old upper-lower class females, Prestige, Esthetics and a job like that of the father receiving fifteenth rank.

Occupational Interest Inventory

The means for this group on Aspiration and Expectation fell within the middle range for all groups. They had the smallest discrepancy score of any group between their Aspirations and their father's job level.

Educational Aspiration

Group Eight falls within the mid-range of scores on Educational Aspiration for this sample which means it had an extremely high aspiration level.

Social Attitudes Inventory

The Group Eight girls on the Social Attitudes Inventory stood within the middle-range on Active Coping and Passive Defensive. However, they were second lowest on Active Defensive.

Sentence Completion

On the Aggression stems, Group Eight girls came out second highest on Stance and Neutral Affect, and second lowest on Negative Affect. They were also second highest on Coping Effectiveness, though nonsignificant. They did not differ significantly from the other groups on any variables in the Authority area, though they did earn the highest score on Frequency of Neutral Affect. In the Anxiety area they ranked lowest on Stance and Engagement and second lowest (though nonsignificant) on Coping Effectiveness. On the other hand, in the Interpersonal Relations they ranked highest on Stance and Coping Effectiveness. In Task Achievement they ranked highest on Coping Effectiveness and Frequency of Positive Affect and lowest on Frequency of Neutral Affect. Though nonsignificant, they also ranked second highest on Stance (but second lowest on Engagement) and lowest on Frequency of Negative Affect. On Total scores, they also ranked first on Coping Effectiveness and Frequency of Positive Affect. They were second highest on Stance, though this was nonsignificant.

Unlikely though it seems, these girls ranked lowest on Parent/Child Interaction and third lowest in Interaction with Father.

On the Reality/Fantasy Achievement Discrepancy scale, these girls received the lowest "negative" and lowest absolute discrepancy score of all eight groups. This indicates that these girls perceived more accurately than any other group the actual level of their achievement in school. This is rather apparent when one reads the results of their Sentence Completion Task Achievement responses along with their actual achievement results.

Story Completion

On the Coping Effectiveness ratings, the scores of these girls were significant only on Story Seven (Interpersonal Relations) where they received the second highest score. On the Coping Style dimensions, they received the lowest score on "Affect Tone 1st" (affect expressed in conjunction with the problem), resembling their upper-middle class male agemates, and the second highest score on Persistence, resembling the ten-year-old girls of their social class.

Interpretive Comments

The fourteen-year-old middle-class girls forming Group Eight were at the top of their age group in Aptitude (slightly behind Group Seven), Achievement, and GPA. Their peers thought they were good at everything, and not self-assertive or over-aggressive to boot. Their ratings of themselves were peculiar. With age, our subjects became more self-critical, or at least the tendency to rate themselves positively lessened. These girls rated themselves extremely low relative to the other groups and particularly in relation to their standing with teachers and peers. It might be presumed that this degree of self-criticism was real or that these girls, as conforming and proper as they were, hesitated to rate themselves high through modesty and propriety.

Their female high Intrinsic--low Extrinsic value profile was as expected. They do not have exceptionally high aspirations or expectations as their status and abilities might warrant. They had, it would seem, internalized the aspirations "appropriate" for women.

On the SAI these girls show the great degree of conformity that would seem to have secured the esteem in which they were held. Active Coping, the most positively sanctioned method, was their highest method and they were average or low relative to the other groups on the other three styles.

Their low Parent/Child Interaction ranking was not in keeping with expectations for them. It would appear that either these girls were highly self critical, have very high standards, or were modest as stated before.

Their projectives were outstanding in Coping Effectiveness and all of the data, except the girls' own references, seemed to support this evaluation of their behaviors and output.

ANOVA OF MEANS:
CHICAGO SAMPLE DIFFERENCES BY AGE, SOCIOECONOMIC STATUS, AND SEX

APTITUDE AND ACHIEVEMENT

Age

There were no differences between the age groups because the age group data on each Aptitude and Achievement measure was standardized. Additionally, the interaction effects, which include age, were both in the same direction. No other age effects existed on the Aptitude and Achievement measures.

Socioeconomic Status

The upper-middle class children were significantly higher on each of the four measures: Aptitude Test, standardized Math and Reading Achievement tests, and Grade Point Average. Socioeconomic status x Age interactions existed on both Achievement tests in the same direction. Middle-class children scored higher than lower-class children at both age levels but the difference between scores was larger for the ten-year-olds than for the fourteen-year-olds.

Sex

There was no sex difference on the standardized achievement tests. There were, however, differences on the Aptitude scores and GPA. Males were superior on the Aptitude measures, whereas females had higher Grade Point Averages.

PEER BEHAVIOR RATING SCALES

Age

As different classes and schools formed the reference populations for the age groups, they will not be compared directly. However, comparisons will be made between within-age-group differences.

Socioeconomic Status

In all cases where clear socioeconomic differences existed, the middle class rated higher than the upper-lower class. This difference existed for Academic and Non-Academic Task Achievement, for Authority, for Interpersonal Relations, for Self-Assertion, for Coping with Aggression, and for the Sum Score of the first four BRS items.

The Age x SES interactions varied in direction. There was essentially no difference between the two social classes (Academic and Non-Academic Task Achievement) at the ten-year-old level; however, among the fourteen-year-old samples, the upper-middle class received the higher ratings on both items.

For the Authority and Coping with Aggression items, there was virtually no class difference in the ten-year-old sample. However, among the fourteen-year-old samples, the upper-middle class received the higher score.

Sex

On four of the seven BRS items females were rated higher than males on Academic Task Achievement, Authority, Interpersonal Relations, and Coping with Aggression. On the Self-Assertion item, males were rated higher than females. Females were also rated higher on the BRS Summary Score.

On the Authority item, lower-class males were rated lower than lower-class females, and middle-class males were rated lower than middle-class females to a significantly greater degree than in the lower-class difference. For the fifth item, concerning resistance to becoming emotionally upset, there was virtually no sex difference in the upper-lower class, however, in the middle class, the females obtained significantly higher scores than did the males. The males of both classes were rated higher than the females on the Self-Assertion item, with the middle-class difference significantly greater than the working-class difference. One significant Age x Sex interaction was found for the Non-Academic Task Achievement item. Here, among the ten-year-old samples, the males received the higher ratings; while among the fourteen-year-old samples, the females received the higher scores.

SELF BEHAVIOR RATING SCALES

Age

Class and school differences existed in the sample and influenced the interpretations valid for the Peer BRS. This did not hold for the Self BRS as it was a matter of children rating themselves, not their peers, although relative to their peers. In this vein, a clear pattern held across all BRS items, save one. Ten-year-olds rated themselves significantly higher than fourteen-year-olds rated themselves on all items except the Self-Assertion item where no age difference existed. Again, however, this was probably due to the failure of the fourteen-year-olds to nominate themselves.

The only interaction including age was an Age x Sex interaction on the Authority item. In this interaction the difference between ten-year-olds was significantly greater than the difference between fourteen-year-olds with females rating themselves higher in both instances.

Socioeconomic Status

There were no socioeconomic differences on these variables.

Sex

Males rated themselves higher than females rated themselves on Non-Academic Task Achievement, Anxiety, and Self-Assertion items. Females came out higher on dealing with authority. Although working-class males saw themselves as dealing with Non-Academic Task situations better than working-class females did, this same sex difference in self-perception was even greater for the middle-class subjects.

OCCUPATIONAL VALUES

Age

Ten-year-olds ranked higher than fourteen-year-olds on the following values: Creativity, Prestige, and Follow Father. Fourteen-year-olds had higher rankings on Independence, Success, Security, Economic Returns, Associates, and on the Extrinsic score.

Both ten- and fourteen-year-old groups regarded Altruism and Self-Satisfaction as the two most important values. In fact, the five top values were the same though placed in slightly different order by the age groups, fourteen-year-olds placing Security third while ten-year-olds gave Intellectual Stimulation third place.

Three of the last four values were the same for both age groups--Prestige, work like that of the father, Independence, and Esthetics for ten-year-olds and Creativity, Prestige, Esthetics and work like that of the father for fourteen-year-olds.

Independence was the value which showed a wide difference here for which it ranked fourteenth for ten-year-olds, it is nineth for fourteen-year-olds.

Socioeconomic Status

The middle-class children held Independence, Self-Satisfaction, and Follow Father as values far more than did the working-class children. The working-class children valued Creativity, Security, Surroundings, and Variety more than the middle-class children did.

As for the age groups, the first five values were the same for both social groupings, Self-Satisfaction and Altruism ranking first and second in each case. Middle-class children placed Intellectual Stiumlation third while for working-class children Security received the third rank.

At the lower end of the rankings, the last four values were the same for each class though placed in slightly different order: Prestige, Independence, Esthetics, and work like that of the father for working-class children and Independence, Prestige, work like that of the father, and Esthetics for middle-class children.

Sex

There were clear sex differences on eleven of the fifteen values. Males were higher on Success, Creativity, Prestige, Economic Returns, Follow Father, and the Extrinsic score. Females were higher on Altruism, Esthetics, Self-Satisfaction, Intellectual Stimulation, Surroundings, Associates, Variety, and the Intrinsic score.

All of the significant interaction on specific values are Age x Sex interactions in which the differences were in the same direction for both age groups and one age group showed a larger difference than the other. Females were higher than males on Altruism and Associates, with the fourteen-year-olds' difference larger. Females were also higher on Esthetic values than the males, but the difference was larger for the ten-year-olds. Males hold Prestige, Economic Returns, and Follow Father dearer than did females. The fourteen-year-old male/female difference was larger for Prestige and Economic Returns while the ten-year-old difference was larger for Follow Father.

The first five values were the same for both sex groupings but the order was slightly different with Security coming second for males but fifth for females, while Altruism was first for females and third for males.

There was more dissimilarity in the final rankings with four out of the last five values being the same but the order rather different: work like that of the father (eleventh for males and fifteenth for females), Prestige (twelfth for males and thirteenth for females), Independence (fourteenth for males and eleventh for females), and Esthetics (fifteenth for males and fourteenth for females).

OCCUPATIONAL INTEREST INVENTORY

Age

Ten-year-old children had a higher discrepancy between their aspirations for themselves and their father's occupational level.

Socioeconomic Status

As is usually the case, and as expected, the middle-class children had higher aspirational levels and expectational levels than the working-class children.

The working-class children had a larger discrepancy score between their aspirational level and their father's occupational level. This score, however, was a questionable one. In order for there to be a large discrepancy between middle-class children's aspirations and their father's job level, they would have to aspire to occupational levels lower than their father's job. Since this is highly improbable, the discrepancy is built into the system.

Sex

Males predominate on most of the variables on the Occupational Interest Inventory. They had higher aspirations and expectations, a greater discrepancy between Aspiration and Expectation, and between Aspiration and Father's Occupational level than did females. Females had a greater discrepancy between their aspirations and the aspirations their mothers had for them.

Three significant interactions all involved the variables Social Class and Sex. For Occupational Expectation and Father's Occupation/Child's Aspiration discrepancy score, the males received the higher score in all cases. However, this difference in favor of the males was greater in the upper-middle class than it was in the upper-lower class. For the discrepancy between the father's aspiration for the child and the child's aspiration, among the lower-class subjects, the males had the higher discrepancy score. However, among the middle-class subjects, the females had the higher discrepancy score.

EDUCATIONAL ASPIRATION

The range of Aspiration means across groups was quite small when superimposed on the educational scale. All groups aspired to an average of at least some college. Males' aspirations were higher than females, and the middle-class children had higher aspirations than the working-class children.

SOCIAL ATTITUDES INVENTORY

Age

Ten-year-old children gave significantly more Passive Coping responses than did fourteen-year-old children. On the other hand, the fourteen-year-old subjects gave more responses classified as Active Defensive than did the ten-year-olds. There were no age differences in Active Coping or in Passive Defensive responses.

Socioeconomic Status

There was no socioeconomic status difference on the Active Coping variable which was the most frequently used descriptive variable. However, on the other three SAI variables the working-class children scored higher than the middle-class children. Inasmuch as the items were independent, these results may reflect the working-class children's tendency to use more items as self-descriptions, a higher response rate.

Sex

There were no sex differences found with the Active Coping variable. Males scored higher on the Active Defensive items, whereas females were higher on both passive variables, Coping and Defensive.

SENTENCE COMPLETION

Aggression Stems

Age: There were no systematic age differences on the Aggression stems.

Socioeconomic Status: There were no systematic Socioeconomic status differences on the Aggression stems.

Sex: The sex differences on the Aggression stems showed the females higher on all variables except Frequency of Negative Affect on which males were significantly higher.

Significant interactions existed with the sex variable and age, and with sex and socioeconomic status. On the Engagement variable, the ten-year-old girls were higher than the ten-year-old boys to a greater degree than the fourteen-year-old girls were higher than the fourteen-year-old boys. This was reversed on the Coping Effectiveness variable on which the fourteen-year-old girls were higher than the fourteen-year-old boys to a greater degree than the ten-year-old girls were higher than the ten-year-old boys.

The SES x Sex interactions showed the males higher than females on Frequency of Negative Affect with this difference greater for the middle-class than for the lower-class. On the other hand, the females were higher on Frequency of Neutral Affect with the middle-class difference greater, again, than the lower-class difference.

Authority Stems

Age: Ten-year-olds had higher, more positive, attitudes toward authority and higher rankings on the Engagement variable than did fourteen-year-olds. There was an Age x SES interaction in which the lower-class ten-year-olds were higher on their attitudes toward authority than the upper-middle class ten-year-olds, whereas this was reversed for the fourteen-year-olds where the middle-class children had a more positive attitude.

Socioeconomic Status: There were no significant socioeconomic status differences on the Authority stems.

Sex: Females were most positive in their attitudes toward authority and higher in coping with authority than were males. There were no significant interactions involving sex.

Anxiety Stems

Age: There were no significant age differences on the Anxiety stems.

Socioeconomic Status: There were no significant socioeconomic status differences on the Anxiety stems.

Sex: Males ranked significantly higher than females on all of the variables in the Anxiety area except Frequency of Negative Affect on which females were significantly higher. There were no significant interactions in the Anxiety area.

Interpersonal Relations

Age: Ten-year-olds had a more positive attitude toward Interpersonal Relations than did fourteen-year-olds but fourteen-year-olds are higher on Stance, Engagement, and Coping Effectiveness.

Socioeconomic Status: The upper-middle class had higher scores on the Stance scale than did the upper-lower class.

Sex: Females were significantly higher than males on Attitude, Engagement, Coping Effectiveness, and Frequency of Neutral Affect, while males were higher on Frequency of Negative Affect. There were no significant interactions in the Interpersonal Relations area.

Task Achievement

Age: Ten-year-olds had more positive attitudes toward Task Achievement than did fourteen-year-olds and were higher in Neutral Affect. The fourteen-year-olds were higher on Positive Affect.

Socioeconomic Status: The middle-class children were higher than the lower-class children on Stance, Coping Effectiveness, and Positive Affect in the Task Achievement area.

Sex: The females were significantly higher than the males on Attitude, Coping Effectiveness, and Positive Affect. There were two significant interactions of Sex x Age. For Frequency of Neutral Affect, the ten-year-old females had higher scores than the males; while at age fourteen the males had the higher scores. Ten-year-old boys were higher than ten-year-old girls and fourteen-year-old girls were higher than fourteen-year-old boys on Frequency of Positive Affect.

Total Scores

Age: Overall, on the Total Scores, the ten-year-olds had more positive attitudes while the fourteen-year-olds expressed more Positive Affect. This was made somewhat clearer by a significant interaction in which the ten-year-old males were higher in Frequency of Positive Affect than the ten-year-old females, but the fourteen-year-old females were higher than the fourteen-year-old males. The frequencies on this variable were quite low, however.

Socioeconomic Status: The middle-class children were clearly higher than the lower-class children on Overall Stance.

On Overall Engagement, an SES x Sex interaction shows the lower-class males higher than the lower-class females while the middle-class females were higher than the middle-class males. On Overall Frequency of Negative Affect, the females of the lower-class and the males of the middle-class were higher than the members of their social class of the same age as themselves.

Sex: There were significant differences on Attitude, Coping Effectiveness, and Frequency of Positive Affect on which females were higher.

Parental Relationship Combined Items

Age: Ten-year-olds had significantly more positive scores on all four of the combined parental relationship items; Parental Image of Child, Parent/Child Interaction, Interaction with Mother, and Interaction with Father.

Socioeconomic Status: There were no significant socioeconomic status differences on these items.

Sex: There were no significant sex differences on these items but there was one significant SES x Sex interaction on the Parental Image of Subject item. In this interaction, the lower-class males had higher perceptions of their parents' image of them than did the lower-class females, while the opposite was true for the middle-class where the females had more positive perceptions of their parents' image of them.

Reality/Fantasy Achievement Discrepancy Scale

Age: There were no significant age differences observed. However, there was a significant Age x Class interaction. At age ten, the upper-lower class children had a rather substantial "negative" discrepancy score, while the upper-middle class children had a "positive" discrepancy score of approximately the same magnitude. However, by age fourteen, there was hardly any difference in the discrepancy scores of the two social class groups and both discrepancy scores were very small. Thus, whether positive or negative at age ten, discrepancies decreased with age indicating an increased awareness of the actual level of one's academic performance with increasing age.

Socioeconomic Status: There was a significant class difference in the Reality/Fantasy Achievement Discrepancy scores. The upper-lower class children had "negative" discrepancy scores while the upper-middle class children had "positive" discrepancy scores of approximately the same magnitude. Thus, the upper-lower class children tended to overestimate their performance while the upper-middle class children tended to underestimate their performance. This could be due partially to the higher academic standards held by upper-middle class children.

Sex: There were no significant sex differences observed in the Reality/Fantasy Achievement Discrepancy scores.

STORY COMPLETION

Age

On the Coping Effectiveness ratings, the ten-year-olds were significantly higher than the fourteen-year-olds on Story Two (Father's Authority), Story Four (Interpersonal Relations), Story One (Academic Task Achievement), and on the Total Coping Effectiveness ratings. The fourteen-year-olds received significantly higher scores on Sociability. On the Coping Style dimensions, again, the ten-year-olds excelled on Stance, Engagement, Initiation, "Affect Tone 1st" (affect in conjunction with the problem), "Affect Tone 2nd" (affect in conjunction with the outcome), and on Persistence. There was one significant Age x SES interaction for Coping Effectiveness and that was for Story One (Academic Task Achievement). Here, at the ten-year-old level the upper-lower class children excelled; while at the fourteen-year-old level, the upper-middle class children excelled. On the Coping Style dimensions there were two significant Age x SES interactions. For "Affect Tone 1st" at age ten the middle-class children excelled; while at age fourteen the upper-lower class children excelled. For Persistence, at both age levels the middle-class children excelled; but this difference in favor of the middle class was greater at the fourteen-year-old level than at the ten-year-old level.

For Coping Effectiveness there were also two significant Age x Sex interactions. For both Story Ten (Mother's Authority) and for Total Coping Effectiveness at both age levels the females received higher scores. However, this difference in favor of the females was significantly greater in the fourteen-year-old sample than in the ten-year-old sample. These were the only significant Age x Sex interactions.

Socioeconomic Status

For the Coping Effectiveness ratings, the only social class difference was in Story One (Academic Task Achievement) where the middle-class scored higher than the lower-class children. On the Coping Style dimensions, the only significant class difference was for Persistence where upper-middle class children scored higher than did upper-lower class children. There were no significant SES x Sex interactions.

Sex

On the Coping Effectiveness ratings, the females scored higher than the males on Story Eight (Aggression), Story Ten (Mother's Authority), Story Seven (Interpersonal Relations), Story One (Academic Task Achievement), and on the Total Coping Effectiveness score. They also were higher on Attitude toward Authority (Father's Authority from Story Two). On the Coping Style dimensions, the females scored higher than the males on Engagement, Initiation, Implementation, "Affect Tone 2nd" (associated with outcome), and Persistence. On no scale did the males excel.

INTERPRETIVE COMMENTS

In this study there were two sets of data which indicated how well the subjects were able to deal with certain tasks (the Aptitude scores) and how well they were able to cope with a variety of tasks (Achievement, GPA, and Peer BRS scores). On all of these evaluative indices where a socioeconomic status difference existed, the middle class was superior. The clear sex differences found males superior in ability and chosen by their peers to be more self-assertive, which is a somewhat dubious honor. Females did better in school (GPA) and their peers thought they did better in their school work, in dealing with their teachers, and with fellow students in work, social, and aggression situations.

The interaction effects for Age x SES again showed the clear superiority of the middle-class children on all such effects at the fourteen-year-old level. At ten, the middle-class children excelled only on the standardized achievement tests to a greater degree than the fourteen-year-olds, and the two Task Achievement BRS items (to a lesser degree than the fourteen-year-olds), while their peers rated the ten-year-old upper-lowers higher on dealing with authority, with peers, with anxiety, and with aggression.

The interaction effects for SES x Sex showed the middle-class fourteen-year-old females more superior in dealing with authority than their ten-year-old lower-class sisters who were also superior to the boys. Middle-class females were said to deal better with anxiety than middle-class males but lower-class males dealt better than lower-class females. Only on self-assertiveness did males of both classes excel, with the middle-class males showing a significantly greater superiority over the middle-class females than the lower-class males did over the lower-class females.

The Self-Assertion ratings were somehow different from the others and the item itself should therefore be looked at and analyzed separately. The BRS item is worded, "Who fights hardest to get their own way." Frequently when administering this instrument, the reading of this item brought assorted laughs and giggles from the class. The Chicago staff was instructed to paraphrase after the initial reading and say, "Who tries the hardest to get their own way." It is very difficult to say whether the subjects felt this to be an item about asserting oneself in a determined way, or in an aggressive way.

In all other variables in these first categories it was clear that by fourteen years of age, middle-class females were either performing, as well as or better than any other group in our sample. In some cases this was a continuity of development but in others it showed a developmental reversal. Within the middle-class female group on Non-Academic Task Achievement, they were rated by their peers as lowest at age ten and highest at age fourteen. It seems that middle-class girls from age ten to age fourteen were developing from a comparatively high level of acknowledged competence to an even higher one, or allowing their competencies to range over all areas of behavior. Middle-class males maintained their position relative to the same class females.

The group which would appear to change over time was the lower-class group. Although they were consistently lower on all indices at age ten and fourteen on Task Achievement, their peers rated them higher on the other coping variables at age ten. Much of what we were rating here was, in the opinion of this author, simple compliance with the school and social norms existent for each age group. At age ten, the lower-class children, and particularly the females, were more compliant and therefore better copers in the eyes of their peers than the middle-class children, particularly the boys. By the time they were fourteen, the middle-class children had either developed better coping skills and surpassed the lower-class children, or because of the variety and value placed upon middle-class norms of behavior and obvious material superiority, the middle-class children were seen at fourteen as superior.

On the Self-BRS ratings, the Chicago staff uniformly included a statement in administration instruction informing the subjects of their right to choose themselves either positively or negatively if desired. Therefore, it is felt that we can put some trust in these ratings.

The most outstanding characteristic of the Self-BRS ratings was the consistent ranking of the ten-year-olds as higher than the fourteen-year-olds. Ten-year-olds seemed to feel they were doing rather well in a variety of situations even if their teachers and peers did not think so. However, there were no clear age differences on the Peer BRS and the nature of our data was such that no age comparisons could be made on the Aptitude and Achievement data. The comparisons must, for the most part, be made with the interactions on the Peer BRS. Looked at in this way we see the ten-year-olds rated themselves higher regardless of social class; that is, without recognizing the socio-economic status differences the criteria indicate. This lack of recognition within themselves of their behavior labeled formally or informally by social class, seemed to erase the class differences and thereby increased the age differences.

Fourteen-year-olds were more self-critical, or more correctly, in view of the general positive nature of the Self-BRS ratings, less non-critical of themselves.

The Peer BRS data showed sex differences on all but two variables. It is interesting that on these two variables, Non-Academic Task Achievement and dealing with anxiety, the self-ratings showed a male predominance. The males also rated themselves higher on self-assertiveness, although the females were higher on dealing with authority. The sex differences on the Self-BRS did not always confirm the Peer BRS findings, but in no case did they contradict them. Rather, it appears that the children were quite cognizant of the sex differences which were after all in keeping with the American norms. Because this forced a superiority in most cases for females, males seemed to take advantage of situations in which they would be evaluated equally to see themselves as superior.

The Occupational instruments supported some of the basic theory findings in this area. Males had higher Extrinsic values while females had higher Intrinsic values. The Extrinsic values of the fourteen-year-olds were higher than those of the ten-year-olds. Looked at individually, the Intrinsic values found: Altruism (fourteen-year-olds more), Esthetics (ten-year-olds more), Self-

Satisfaction, Intellectual Stimulation, and Variety, with female preponderance of choices. The only value listed as Intrinsic which males preferred was labeled "Creativity." This item reads, "Work in which you could make or invent new things." Although the item may well signify creativity to some, it has the ring of handicrafts, puttering, do-it-yourself activities which are distinctly male activities in the U.S., and may have been read this way by the subjects.

Females also preferred the values Surroundings and Associates more than males. The males held more of the Extrinsic values higher and this difference was greater at the fourteen-year-old level for Prestige and Economic Returns.

Follow Father, as stated in an earlier section, was by virtue of sex norms and preferences in occupations an item that males will prefer. Middle-class boys at the ten-year-old level preferred this value to a greater degree than fourteen-year-old boys in comparison with the same class girls. Middle-class children also preferred Independence and Self-Satisfaction, while lower-class children preferred Creativity, Security, Surroundings, and Variety.

Overall, the Occupational Values may be seen within the Parsonian Instrumental-Expressive dichotomy. The Intrinsic values plus Surroundings and Associates broadly resembled the internal, personal situation-oriented "Expressive" value system of females. The Extrinsic values of the males were more future- or goal-oriented like Parson's male "Instrumental" values. Developmentally, the larger fourteen-year-old effects for females on Altruism and Associates, and for males on Prestige and Economic Returns, supports the continuance of this value dichotomy.

Males, as the values indicate, were more interested in status or goal aspects of their occupations as, of course, future bread-winners they must be. Their aspirations and expectations and the discrepancy scores supported this. The middle-class children excelled in aspirations and expectations.

The discrepancy between father's occupation and the subjects' aspirations for themselves was shown earlier to demand that the lower-class discrepancy be larger. Although the father's aspiration--child's aspiration discrepancy showed Age x Sex differences with ten-year-old males higher, indicating a growth in realism for males, the mother's aspiration--child's aspiration discrepancy showed a larger discrepancy for girls. This may illustrate either less realism on the girls' part or the changing expectations that girls have today concerning their occupational future as compared to the occupational world their mothers and fathers imagine or hope for their daughters.

Educational press in relation to occupation is seen in the consistency between the Occupational Interest findings and Educational

Aspiration data. Males and middle-class children predominated on this variable.

The coping style instruments, SAI, Sentence Completion, and Story Completion, gave a detailed, sometimes contradictory, picture of these groups. The Social Attitudes Inventory found the fourteen-year-olds and the males describing themselves as more active whether in coping or non-coping behaviors. Ten-year-olds were higher on passive coping and females higher on both categories of passive behavior, coping and non-coping.

The socioeconomic status effects on this instrument point to what may be a failing of the instrumentation or a genuine socioeconomic status effect. The lower-class children were higher on passive coping, active non-coping, and passive non-coping, whereas there was no difference on active coping. If this were a function of a "Yea-sayers-Naysayers" difference between classes, we are witnessing here nothing more than an instrument defect. However, another explanation seems feasible. Middle-class children have, through their parents and their teachers, been placed under a heavy burden of strict normative behavior. The impression is that active coping behavior is most positively sanctioned for middle-class children. If this is the case, the SAI class differences point to a rather restricted acceptable repetory or behaviors for the middle-class children, and a wider repetory or behaviors acceptable either to society or to the children themselves for the lower-class children.

Overall, the Total Scores analysis for the Sentence and Story Completion instruments are highly complementary. Ten-year-olds were more positive, direct, persistent, and effective overall as copers than the fourteen-year-olds. Upper-middle class children excelled in Stance, Persistence, Sociability, and on two stories, Coping Effectiveness. (Stance and Effectiveness do not rely on story length but persistence and sociability may. Although a relationship between socioeconomic status and achievement exists we did not extend the analysis to story length and SES.) The females were higher in Stance, Engagement, Attitude, Initiation, Implementation, Persistence, and Coping Effectiveness.

These overall findings for the Coping Style instruments adhere almost completely to the accepted stereotypic descriptions of the Age x Sex x SES groups under study. The variety of these three instruments add validity to common findings. At the same time the degree to which we found what we expected gives us pause to reflect on the social desirability factor possibly built into the instruments and scoring methods. Nonetheless, our gross findings substantiate the classic descriptions of the coping styles and effectiveness of ten- and fourteen-year-old, upper-middle and upper-lower class boys and girls in urban Midwest U.S.A.

In sum, the analysis of variance of the Age x SES x Sex data supports in part the findings of the eight groups. However, this is not altogether true. Due to the differences in the eight groups which were purposely imposed through our sampling criteria, significant differences in the variables under investigation were found. These differences relate to the combination of the analysis of variance variables, Age x SES x Sex, found in each of the eight groups. Yet many of these differences are offset in the analysis of variance itself. Much that is important in these findings is in the area of development of same group over age, i.e., same class and sex at age ten and fourteen; or the area of socioeconomic status and sex differences at particular ages. Since the analysis of variance combines groups in ways which cloud, these group differences reflect, in numerous instances, the equalization of these differences between groups. Therefore, the analysis of variance findings, though interesting in part, have less validity and significance for describing groups of children and predicting achievement than do the eight group analyses.

FIGURE 1
CHICAGO - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	1	2	3	4	5	6	7	8	9	10	11	12
CHICAGO	RAVEN	MATH	READING	GPA	PEER BRS							
					#1 Task Ach. Academic	#2 Task Ach. Non-Academic	#3 Authority	#4 IPR Peers	#5 Not Upset	#6 Self Assertion	#7 Cope Aggression	Summary Score
10 UL M	6(-)45.62	8(-)45.85	8(-)45.07	7(-)46.91	.97	1.03	.93	.96	1.01	3(+) 1.06	.99	.97
F	7(-)45.16	7(-)46.58	7(-)47.15	49.10	1.11	.97	3(+) 1.12	1.09	1.03	7(-) .91	1.02	1.07
UM M	1(+)56.01	1(+)55.85	1(+)55.55	51.26	.95	2(+) 1.10	8(-) .86	7(-) .90	8(-) .94	1(+) 1.15	.97	.95
F	4(+)53.98	2(+)52.31	2(+)52.24	2(+)52.72	1.13	8(-) .93	2(+) 1.16	2(+) 1.10	1.05	8(-) .88	1.03	1.08
14 UL M	5(-)45.82	48.84	48.79	8(-)46.54	8(-) .90	7(-) .94	7(-) .87	8(-) .87	1.01	1.01	8(-) .93	8(-) .89
F	8(-)42.02	49.96	47.89	47.15	1.01	.95	1.06	1.05	.97	.92	.98	1.02
UM M	2(+)55.11	50.04	50.92	50.84	1.00	1.08	6(-) .92	.95	1.03	2(+) 1.11	.99	.99
F	3(+)55.04	51.01	51.88	1(+)54.41	1(+) 1.27	1(+) 1.12	1(+) 1.26	1(+) 1.24	1(+) 1.05	6(-) .91	1(+) 1.10	1(+) 1.22
AGE												
SES	L < M	L < M	L < M	L < M	L < M	L < M	L < M	L < M		L < M	L < M	L < M
SEX	M > F			M < F	M < F		M < F	M < F		M > F	M < F	M < F
AGE-SES		10L ≪ 10M 14L < 14M	10L ≪ 10M 14L < 14M		10L = 10M 14L < 14M	10L = 10M 14L < 14M	10L > 10M 14L < 14M	10L > 10M 14L < 14M	10L > 10M 14L < 14M		10L = 10M 14L < 14M	10L > 10M 14L < 14M
AGE-SEX						10M > 10F 14M < 14F						
SES-SEX							LM < LF MM ≪ MF		LM = LF MM < MF	LM > LF MM ≫ MF		

VARIABLES	13	14	15	16	17	18	19	20
CHICAGO	SELF-RATING BRS							
	#1 Task Ach. Academic	#2 Task Ach. Non-Academic	#3 Authority	#4 IPR Peers	#5 Not Upset	#6 Self Assertion	#7 Cope Aggression	Summary Score
10 UL M	1.42	1.58	1.35	1.53	1(+) 1.53	1.10	1.54	1.38
F	1(+) 1.55	2(+) 1.76	1(+) 1.74	1(+) 1.74	2(+) 1.46	.85	1(+) 1.62	1(+) 1.45
UM M	3(+) 1.46	1(+) 1.81	1.38	2(+) 1.62	1.38	1(+) 1.25	1.62	2(+) 1.41
F	2(+) 1.49	1.52	2(+) 1.61	1.57	1.28	8(-) .81	1.53	1.32
14 UL M	1.19	1.54	8(-) 1.24	1.34	1.26	1.16	1.35	1.24
F	7(-) 1.16	8(-) 1.31	1.35	1.35	8(-) .99	.99	1.36	8(-) 1.17
UM M	8(-) 1.16	1.56	7(-) 1.26	7(-) 1.33	1.17	1.16	1.41	1.23
F	6(-) 1.17	7(-) 1.37	1.33	8(-) 1.31	7(-) 1.09	1.00	8(-) 1.31	7(-) 1.18
AGE	10 > 14	10 > 14	10 > 14	10 > 14	10 > 14		10 > 14	10 > 14
SES								
SEX		M > F	M < F		M > F	M > F		
AGE-SES								
AGE-SEX			10M ≪ 10F 14M < 14F					
SES-SEX		LM > LF MM ≫ MF						

FIGURE 1
CHICAGO - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	21	22	23	24	25	26	27	28	29
CHICAGO	OCCUPATIONAL VALUES								
	Altruism	Esthetics	Independence	Management	Success and Accomplishment	Self-Satisfaction	Intellectual Stimulation	Creativity	Security
10 UL M	6(-) 8.46	4.05	7(-) 4.64	6.58	6.34	7(-) 8.88	8.28	1(+) 8.33	8.60
F	10.35	2(+) 5.71	8(-) 4.49	6.65	8(-) 5.78	9.84	1(+) 9.34	7.07	8.34
UM M	9.39	7(-) 3.65	6(-) 5.01	6.21	6.61	9.29	8.47	2(+) 8.05	8.05
F	3(+)10.66	1(+) 5.75	5.60	5.87	7(-) 5.81	10.05	8.82	6(-) 6.05	8(-) 7.60
14 UL M	8(-) 7.45	4.48	3(+) 6.50	6.33	2(+) 7.99	8(-) 8.47	7(-) 7.87	3(+) 7.72	1(+) 9.41
F	1(+)11.11	4.77	5.77	6.72	6.67	2(+)10.32	8.92	7(-) 4.90	9.26
UM M	7(-) 8.12	8(-) 3.30	1(+) 6.91	6.62	1(+) 8.33	9.52	8(-) 7.68	6.42	8.22
F	2(+)10.97	4.30	2(+) 6.78	6.27	7.51	1(+)10.38	2(+) 9.33	8(-) 4.46	8.10
AGE			10 < 14		10 < 14			10 > 14	10 < 14
SES			L < M			L < M		L > M	L > M
SEX	M < F	M < F			M > F	M < F	M < F	M > F	
AGE-SES									
AGE-SEX	10M < 10F 14M ≪ 14F	10M ≪ 10F 14M < 14F							
SES-SEX									

VARIABLES	30	31	32	33	34	35	36	37
CHICAGO	OCCUPATIONAL VALUES (Continued)							
	Prestige	Economic Returns	Surroundings	Associates	Variety	Follow Father	Intrinsic OV Score	Extrinsic OV Score
10 UL M	1(+) 6.69	6.41	7.16	8(-) 7.40	6.29	2(+) 6.89	6.94	3(+) 7.07
F	5.53	6.46	7.52	7.80	1(+) 7.64	7(-) 2.48	1(+) 7.64	8(-) 6.27
UM M	6.06	6.44	6.40	7(-) 7.51	7(-) 5.68	1(+) 8.17	6(-) 6.90	6.96
F	6.08	6.26	7.07	7.95	6.96	4.48	7.40	7(-) 6.40
14 UL M	6.30	1(+) 7.93	6.59	7.65	5.98	4.33	7(-) 6.85	2(+) 7.17
F	4.63	6.74	1(+) 7.91	1(+) 9.34	6.92	8(-) 1.07	3(+) 7.43	6.52
UM M	6.31	7.56	8(-) 6.33	8.15	8(-) 5.49	3(+) 6.04	8(-) 6.76	1(+) 7.28
F	8(-) 4.37	8(-) 6.13	6.60	2(+) 8.97	2(+) 7.09	6(-) 3.74	2(+) 7.45	6(-) 6.49
AGE	10 > 14	10 < 14		10 < 14		10 > 14		10 < 14
SES			L > M		L > M	L < M		
SEX	M > F	M > F	M < F	M < F	M < F	M > F	M < F	M > F
AGE-SES								
AGE-SEX	10M > 10F 14M ≫ 14F	10M > 10F 14M ≫ 14F		10M < 10F 14M ≪ 14F		10M ≫ 10F 14M > 14F		
SES-SEX								

FIGURE 1
CHICAGO - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	38	39	40	41	42	43	109	44	45	46	47
CHICAGO	OCCUPATIONAL INTEREST INVENTORY							SOCIAL ATTITUDES INVENTORY TOTALS			
	Child Aspiration	Expectation	Expectation-Aspiration	Father Occ. -Aspiration	Father Asp. -Aspiration	Mother Asp. -Aspiration	Child Edu. Aspiration	Active Coping	Passive Coping	Active Defensive	Passive Defensive
10 UL M	2.59	2.87	6.32	2(+) 7.82	1(+) 6.30	5.83	6(-) 1.50	6.49	1(+) 5.74	2.35	2.92
F	7(-) 2.90	7(-) 3.02	6.07	3(+) 7.55	5.84	6.02	7(-) 1.57	5.99	2(+) 5.66	1.67	1(+) 3.43
UM M	1(+) 1.64	2(+) 2.00	6.29	5(-) 6.53	5.94	6.02	2(+) 1.03	5.91	4.80	1.97	8(-) 2.22
F	6(-) 2.68	2.83	6.13	7(-) 5.77	6.06	6.03	3(+) 1.10	5.71	5.40	8(-) 1.31	2.92
14 UL M	3(+) 2.13	2.68	6.49	1(+) 7.91	6.09	5.80	1.39	5.94	7(-) 4.47	1(+) 2.66	2.60
F	8(-) 3.01	8(-) 3.17	6.23	4(+) 7.22	5.97	6.06	8(-) 1.79	6.07	5.03	1.90	2(+) 3.31
UM M	2(+) 1.75	1(+) 1.90	6.10	6(-) 6.31	8(-) 5.73	5.74	1(+) 1.00	6.03	8(-) 4.11	2(+) 2.43	7(-) 2.38
F	2.45	2.51	6.08	8(-) 5.28	5.89	6.01	1.12	6.10	4.96	7(-) 1.43	2.99
AGE				10 > 14					10 > 14	10 < 14	
SES	L < M	L < M		L > M			L < M		L > M	L > M	L > M
SEX	M > F	M > F	M > F	M > F		M < F	M > F		M < F	M > F	M < F
AGE-SES											
AGE-SEX											
SES-SEX		LM > LF MM > MF		LM > LF MM ≫ MF	LM > LF MM < MF						

VARIABLES	48	49	50	51	52	53	54	55	56	57	58	59
CHICAGO	SENTENCE COMPLETION SCALES											
	AGGRESSION					AUTHORITY						
	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Attitude	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Frequency Affect Positive
10 UL M	7(-) 1.91	7(-) 1.81	2.61	.68	.32	7.57	9.18	1(+) 7.64	9.74	1.41	2.56	.03
F	2.06	2(+) 2.00	2.85	.66	.34	1(+) 8.22	9.29	7.45	10.06	1.50	2.48	.02
UM M	8(-) 1.88	8(-) 1.77	8(-) 2.38	2(+) .73	7(-) .27	7.21	9.10	8(-) 7.17	9.65	1.49	2.51	0.00
F	1(+) 2.18	1(+) 2.02	1(+) 3.24	8(-) .43	1(+) .57	2(+) 7.99	9.37	7.54	10.49	1.33	2.63	.04
14 UL M	1.98	1.89	2.52	.65	.35	8(-) 6.45	9.18	7.19	9.90	1.38	2.61	.01
F	2.04	1.94	2.69	.61	.39	6.98	9.19	7.26	10.19	1.37	2.60	.03
UM M	2.00	1.93	2.45	1(+) .76	8(-) .24	7(-) 6.51	9.33	7.22	9.59	1.63	2.37	0.00
F	2(+) 2.15	1.95	2.94	7(-) .52	2(+) .48	7.55	9.24	7.23	10.17	1.34	2.64	.02
AGE						10 > 14		10 > 14				
SES												
SEX	M < F	M < F	M < F	M > F	M < F	M < F			M < F			
AGE-SES						10L > 10M 14L < 14M						
AGE-SEX		10M ≪ 10F 14M < 14F	10M < 10F 14M ≪ 14F									
SES-SEX				LM > LF MM > MF	LM < LF MM ≪ MF							

FIGURE 1
CHICAGO - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	60	61	62	63	64	65	66	67	68	69	70	71
CHICAGO	SENTENCE COMPLETION SCALES (Continued)											
	ANXIETY					INTERPERSONAL RELATIONS						
	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Attitude	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Frequency Affect Positiv
10 UL M	5.09	1(+) 4.82	6.48	.54	1.46	10.16	6.60	6.00	7(-) 8.05	1.43	8(-) 1.55	.02
F	4.94	4.61	6.25	.69	1.31	1(+)10.74	8(-) 6.47	7(-) 5.92	8.58	1.29	1.69	.02
UM M	1(+) 5.22	4.70	7.01	.45	1.55	10.23	6.75	8(-) 5.76	8(-) 8.03	1.43	1.56	.01
F	5.00	4.70	6.30	.61	1.39	2(+)10.61	6.68	1(+) 6.30	9.04	8(-) 1.01	1(+) 1.99	0.00
14 UL M	5.17	4.79	6.66	.47	1.53	7(-) 9.48	6.64	5.97	8.36	1.33	1.64	.03
F	4.94	4.60	6.07	.69	1.31	9.99	6.76	2(+) 6.30	2(+) 9.12	1.26	1.73	.01
UM M	5.17	4.79	6.64	.50	1.50	8(-) 9.48	6.79	6.11	8.45	1(+) 1.44	1.56	0.00
F	8(-) 4.81	8(-) 4.42	6.15	.69	1.31	10.44	1(+) 6.91	6.28	1(+) 9.52	1.21	1.77	.02
AGE						10 > 14	10 < 14	10 < 14	10 < 14			
SES							L < M					
SEX	M > F	M > F	M > F	M < F	M > F	M < F		M < F	M < F	M > F	M < F	
AGE-SES												
AGE-SEX												
SES-SEX												

VARIABLES	72	73	74	75	76	77	78
CHICAGO	SENTENCE COMPLETION SCALES (Continued)						
	TASK ACHIEVEMENT						
	Attitude	Stance	Engagement	Coping	Frequency Affect Negative	Frequency Affect Neutral	Frequency Affect Positive
10 UL M	6.36	7.35	6.26	8(-)11.34	.39	2.32	.29
F	6.60	7.62	6.22	11.75	.28	2.38	.34
UM M	6.22	7.68	6.32	12.19	.29	2.29	.42
F	1(+) 6.79	7.81	6.37	12.18	.29	1(+) 2.42	8(-) .29
14 UL M	8(-) 6.08	7.41	6.20	11.40	.35	2.30	.35
F	6.29	7.34	5.99	11.69	.32	2.22	.46
UM M	6.09	7.48	6.26	11.86	.32	2.28	.40
F	6.40	7.80	6.20	1(+)12.50	.24	8(-) 2.09	1(+) .67
AGE	10 > 14					10 > 14	10 < 14
SES		L < M		L < M			L < M
SEX	M < F			M < F			M < F
AGE-SES							
AGE-SEX						10M < 10F 14M > 14F	10M > 10F 14M < 14F
SES-SEX							

FIGURE 1
CHICAGO - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	79	80	81	82	83	99	100	84	85	86	87	88
CHICAGO	SENTENCE COMPLETION SCALES (Continued)											
	SCORE TOTALS											
	Attitude	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Frequency Affect Pos.	Sentence 37 & 14 Self-Image	Sentence 2 & 22 Inter-action	Sentence 2 and 37 Mother	Sentence 22 and 14 Father	Real/Fantasy Achievement Discrepancy
10 UL M	24.09	30.10	26.48	8(-)38.13	4.45	8.21	.34	5.45	5.25	5.75	1(+) 5.02	-2.27
F	1(+)25.55	30.35	26.21	39.38	4.42	8.20	.38	5.31	1(+) 5.29	5.63	4.97	-2.24
UM M	23.62	30.61	8(-)25.75	39.05	4.39	8.18	.43	1(+) 5.72	5.04	5.78	3(+) 4.98	3 53
F	2(+)25.42	31.03	1(+)26.94	41.19	3.67	9.00	8(-) .33	2(+) 5.55	5.17	5.69	2(+) 4.99	.81
14 UL M	8(-)21.98	30.40	26.08	38.88	4.18	8.43	.39	5.20	4.89	5.60	4.49	1.40
F	23.26	30.28	26.10	39.83	4.25	8.25	.50	8(-) 4.83	5.00	5.45	7(-) 4.38	-1.85
UM M	7(-)22.01	30.72	26.27	38.79	4.65	7.95	.40	7(-) 4.91	4.87	5.47	8(-) 4.37	.81
F	24.37	30.90	26.04	1(+)41.28	4.00	8.29	1(+) .71	5.11	8(-) 4.79	5.53	6(-) 4.38	- .69
AGE	10 > 14						10 < 14	10 > 14	10 > 14	10 > 14	10 > 14	
SES		L < M										L < M
SEX	M < F			M < F			M < F					
AGE-SES												10L < 10M 14L < 14M
AGE-SEX							10M > 10F 14M < 14F					
SES-SEX			LM > LF MM < MF		LM < LF MM > MF			LM > LF MM < MF				

VARIABLES	89	90	91	92	93	94	95
CHICAGO	STORY COMPLETION SCALE SUMS						
	Stance	Engagement	Initiation	Implementation	Affect Tone 1st	Affect Tone 2nd	Persistence
10 UL M	1(+) 2.71	9.49	15 12	15.08	2(+)15.00	15.80	5.88
F	2(+) 2.70	9.52	14.48	14.69	14.58	15.91	6.01
UM M	2.64	9.44	14.01	14.30	1(+)15.25	16.16	5.82
F	2.59	1(+)10.20	1(+)15.51	15.10	14.87	1(+)16.33	1(+) 6.50
14 UL M	7(-) 2.33	8(-) 8.18	8(-)12.68	13.47	14.20	8(-)15.37	8(-) 4.78
F	2.42	9.24	14.49	14.67	14.23	16.21	7(-) 5.20
UM M	8(-) 2.19	8.49	13.95	14.00	7(-)13.97	15.55	5.93
F	2.39	9.57	14.85	15.06	8(-)13.84	15.88	2(+) 6.25
AGE	10 > 14	10 > 14	10 > 14		10 > 14	10 > 14	10 > 14
SES							L < M
SEX		M < F	M < F	M < F		M < F	M < F
AGE-SES					10L < 10M 14L > 14M		10L < 10M 14L ≪ 14M
AGE-SEX							
SES-SEX							

FIGURE 1
CHICAGO - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	107	102	108	104	103	106	101	105	96	97	98
CHICAGO	STORY COMPLETION COPING EFFECTIVENESS									STORY COMPLETION SCALES	
	Story 8 Aggression	Story 2 Authority	Story 10 Authority	Story 5 Anxiety	Story 4 IPR	Story 7 IPR	Story 1 Academic TA	Story 6 Non-Academic TA	TOTAL Coping Effectiveness	Sociability	Attitude Towd.Auth.
10 UL M	14.27	1(+) 4.74	12.15	13.40	1(+)14.96	11.30	18.45	12.97	102.11	8(-) 2.02	2.01
F	14.43	4.20	12.14	13.25	14.48	11.46	1(+)19.37	13.27	102.98	2.09	2.01
UM M	12.56	4.26	11.52	13.84	14.51	8(-)10.17	18.50	13.16	100.29	2.18	1.97
F	14.79	4.40	13.28	13.70	14.73	11.91	2(+)18.55	13.38	1(+)105.47	2.14	2.04
14 UL M	13.70	8(-) 2.74	11.42	13.62	8(-)13.62	7(-)10.45	8(-)14.87	12.89	8(-) 92.04	2.34	1.98
F	14.56	3.84	1(+)14.29	13.87	14.03	1(+)12.68	7(-)15.62	13.04	101.92	2.29	1(+) 2.15
UM M	13.25	3.10	8(-)10.69	13.76	13.81	11.54	16.59	13.01	95.61	1(+) 2.42	8(-) 1.91
F	14.39	4.00	13.36	13.93	13.81	2(+)12.58	18.52	13.22	103.35	2.33	2.08
AGE		10 > 14			10 > 14		10 > 14		10 > 14	10 < 14	
SES							L < M				
SEX	M < F		M < F			M < F	M < F		M < F		M < F
AGE-SES							10L > 10M 14L < 14M				
AGE-SEX			10M < 10F 14M ≪ 14F						10M < 10F 14M ≪ 14F		
SES-SEX											

FIGURE 2
CHICAGO - STAGE I

CHICAGO

ORDER OF PREFERENCE FOR OCCUPATIONAL VALUES

							10 Year Olds				14 Year Olds			
	10	14	Lower	Middle	Male	Female	U.L.M.	U.L.F.	U.M.M.	U.M.F.	U.L.M.	U.L.F.	U.M.M.	U.M.F.
1.	Altruism 9.72	Self Sat. 9.67	Self Sat. 9.38	Self Sat. 9.81	Self Sat. 9.04	Altruism 10.77	Self Sat. 8.88	Altruism 10.35	Altruism 9.39	Altruism 10.66	Security 9.41	Altruism 11.11	Self Sat. 9.52	Altruism 10.97
2.	Self Sat. 9.52	Altruism 9.41	Altruism 9.34	Altruism 9.79	Security 8.57	Self Sat. 10.15	Security 8.60	Self Sat. 9.84	Self Sat. 9.29	Self Sat. 10.05	Self Sat. 8.47	Self Sat. 10.32	Success 8.33	Self Sat. 10.38
3.	Intell.S. 8.73	Security 8.75	Security 8.90	Intell.S. 8.58	Altruism 8.36	Intell.S. 9.10	Altruism 8.46	Intell.S. 9.34	Intell.S. 8.47	Intell.S. 8.82	Success 7.99	Assoc. 9.34	Security 8.22	Intell.S. 9.33
4.	Security 8.15	Assoc. 8.53	Intell.S. 8.60	Assoc. 8.14	Intell.S. 8.08	Assoc. 8.51	Creat. 8.33	Security 8.34	Father 8.17	Assoc. 7.95	Economic 7.93	Security 9.26	Assoc. 8.15	Assoc. 8.97
5.	Assoc. 7.66	Intell.S 8.45	Assoc. 8.05	Security 7.99	Assoc. 7.68	Security 8.32	Intell.S. 8.28	Assoc. 7.80	Creat. 8.05	Security 7.60	Intell.S. 7.87	Intell.S. 8.92	Altruism 8.12	Security 8.10
6.	Creat. 7.38	Success 7.63	Surround. 7.30	Success 7.06	Creat. 7.63	Surround. 7.28	Assoc. 7.40	Variety 7.64	Security 8.05	Surround. 7.07	Creat. 7.72	Surround. 7.91	Intell.S. 7.68	Success 7.51
7.	Surround. 7.04	Economic 7.09	Creat. 7.01	Economic 6.60	Success 7.32	Variety 7.15	Surround. 7.16	Surround. 7.52	Assoc. 7.51	Variety 7.00	Assoc. 7.65	Variety 6.92	Economic 7.56	Variety 7.09
8.	Variety 6.64	Surround. 6.86	Economic 6.89	Surround. 6.60	Economic 7.09	Success 6.44	Father 6.89	Creat. 7.07	Success 6.61	Economic 6.26	Altruism 7.45	Economic 6.74	Indep. 6.91	Indep. 6.78
9.	Economic 6.39	Indep. 6.49	Variety 6.71	Variety 6.30	Surround. 6.62	Economic 6.40	Prestige 6.69	Manage. 6.65	Economic 6.44	Prestige 6.08	Surround. 6.59	Manage. 6.72	Manage. 6.62	Surround. 6.60
10.	Manage. 6.33	Manage. 6.49	Success 6.70	Creat. 6.25	Manage. 6.44	Manage. 6.38	Manage. 6.58	Economic 6.46	Surround. 6.40	Creat. 6.05	Indep. 6.50	Success 6.67	Creat. 6.42	Manage. 6.27
11.	Success 6.13	Variety 6.37	Manage. 6.57	Manage. 6.24	Father 6.36	Indep. 5.66	Economic 6.41	Success 5.78	Manage. 6.21	Manage. 5.87	Manage. 6.33	Indep. 5.77	Surround. 6.33	Economic 6.13
12.	Prestige 6.09	Creat. 5.88	Prestige 5.79	Indep. 6.07	Prestige 6.34	Creat. 5.62	Success 6.34	Esthet. 5.71	Prestige 6.06	Success 5.81	Prestige 6.30	Creat. 4.90	Prestige 6.31	Creat. 4.46
13.	Father 5.51	Prestige 5.40	Indep. 5.35	Prestige 5.71	Variety 5.86	Prestige 5.15	Variety 6.29	Prestige 5.53	Variety 5.68	Esthet. 5.75	Variety 5.98	Esthet. 4.77	Father 6.04	Prestige 4.37
14.	Indep. 4.93	Esthet. 4.21	Esthet. 4.75	Father 5.61	Indep. 5.77	Esthet. 5.13	Indep. 4.64	Indep. 4.49	Indep. 5.01	Indep. 5.60	Esthet. 4.48	Prestige 4.63	Variety 5.49	Esthet. 4.30
15.	Esthet. 4.79	Father 3.80	Father 3.69	Esthet. 4.25	Esthet. 3.87	Father 2.94	Esthet. 4.05	Father 2.48	Esthet. 3.65	Father 4.48	Father 4.33	Father 1.07	Esthet. 3.30	Father 3.74

ANOVA OF MEANS:
HYPOTHESES AND FINDINGS

DEMOGRAPHIC MEASURES

> Upper-middle class children will have higher Educational Aspirations than will upper-lower class children.

This hypothesis was verified, as the upper-middle class mean (1.06) was higher than the upper-lower class mean (1.56) at greater than the .05 level of significance.[1]

ACHIEVEMENT MEASURES

> Upper-middle class children will have higher Achievement scores than will upper-lower class children.

This hypothesis was verified for all four Aptitude and Achievement measures at greater than the .05 level of significance. The social class difference was greatest for the Raven and was smallest for Mathematics Achievement.

> Girls will have higher Achievement scores than will boys.

This hypothesis was not verified, as only for GPA did the girls significantly excel the boys. For Aptitude the boys were significantly higher than the girls; and for Math and Reading Achievement, there were no significant sex differences.

OCCUPATIONAL MEASURES

> Upper-middle class children will have higher objective status level Occupational Expectations than will upper-lower class children.

This hypothesis was verified, as the upper-middle class mean (2.31) was higher than the upper-lower class mean (2.93) at greater than the .05 level of significance.

> Upper-middle class children will have a higher level of objective Occupational Aspiration than will the upper-lower class children.

This hypothesis was also verified, as the upper-middle class mean (2.13) was higher than the upper-lower class mean (2.66) at greater than the .05 level of significance.

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[1] The lower the score the higher the aspiration.

> Upper-middle class children will have different discrepancy scores between Occupational Aspiration and Expectation than will the upper-lower class children.

This hypothesis was not verified, as there was no significant social class difference for this discrepancy variable.

> Upper-middle class children will prefer different Occupational Values than will upper-lower class children.

On eleven of the fifteen Occupational Values there were significant social class differences. Upper-middle class children preferred Independence, Self-Satisfaction, and Follow Father, while upper-lower class children preferred Creativity, Security, Surroundings, and Variety. Thus, this hypothesis was partially verified with nearly one-half of the values showing social class differences.

> Upper-lower class children will show a greater preference for "Extrinsic" Occupational Values than will upper-middle class children.

This hypothesis was not verified, as there was no social class difference in the "Extrinsic" score.

> Males will have a higher objective Occupational Expectation level than will females.

This hypothesis was verified, as the Mean Score for males was 2.36, while the female Mean Score was 2.88. This difference was significant at greater than the .05 level.

> Males will have a higher objective Occupational Aspiration level than will females.

This hypothesis was also verified, as the males had a Mean Score of 2.03, while the females had a Mean Score of 2.76. This difference was significant at greater than the .05 level of significance.

> Males will prefer different Occupational Values than will females.

There were significant sex differences on twelve of the fifteen values; thus the hypothesis of sex difference was verified. Males preferred Success, Creativity, Prestige, Economic Returns, and Follow Father. The females preferred Altruism, Esthetics, Self-Satisfaction, Intellectual Stimulation, Surroundings, Associates, and Variety.

> Females will more frequently choose "Intrinsic" Occupational Values than will males.

This hypothesis was verified with the difference being significant at greater than the .05 level. The Mean Score for females was 7.48, while the Mean Score for males was 6.86.

> Males will more frequently choose "Extrinsic" Occupational Values than will females.

This hypothesis was also verified, as the sex difference in favor of the males was significant at greater than the .05 level. The Mean Score for the males was 7.12, while that of the females was 6.42.

COPING STYLE MEASURES

> Upper-middle class children will demonstrate a different style of coping than will upper-lower class children.

Three of the four Social Attitudes Inventory scales showed significant social class differences, thus lending good support to the above hypothesis. The upper-lower class children excelled on all scales except Active Coping where no social class difference existed.

On the Sentence Completion, there were no social class differences in Coping Style in the areas of Aggression, Authority, or Anxiety. In Interpersonal Relations the middle-class children excelled in Stance; and in Task Achievement they again excelled on Stance and Frequency of Positive Affect. In Total Scores, the middle-class children again excelled in Stance. Thus, of the thirty-two Coping Style scales from the Sentence Completion, only four showed significant social class differences, thus lending rather poor support to the hypothesis. On the Story Completion there was only one significant social class difference out of a possible nine (on Persistence where the middle-class children excelled). Thus, again, very poor support for the hypothesis was found in Story Completion data for the Chicago sample. Of the total of forty-five different Coping Style measures, only eight overall showed significant social class differences. Only the Social Attitudes Inventory data appeared to support the above hypothesis.

> Males will demonstrate a different style of coping than will females.

Three of the four Coping Style measures from the Social Attitudes Inventory measure showed significant sex differences, thus lending good support to the above hypothesis.

In the Sentence Completion instrument, there were five significant sex differences in the Aggression area, none in the Authority area, four in the Anxiety area, four in the Interpersonal Relations area, two in Task Achievement, and two in the Total Scores. Thus, seventeen of the thirty two Sentence Completion variables showed significant sex differences. This also lent support to the hypothesis of sex differences in Coping Style dimensions. On the Story Completion, six of the nine Coping Style dimensions showed significant sex differences (all of them in favor of the females). Those showing no differences were Stance, Affect Expressed in Conjunction With the Problem, and Sociability. Thus, data from all three instruments lent rather good support to the hypothesis of sex differences in Coping Style, at least for the Chicago sample.

> The difference in the style of coping between the males and females will be consistent across all five behavior areas studied.

There was no significant data for Sociability; and for Persistence, Initiation, and Implementation, there was only one score (Story Completion Total), so consistency could not be measured, though in each case the females scored higher than the males. For Attitude the females excelled in all of the Sentence Completion measures plus in the Story Completion measure of Attitude toward Authority. Thus, this dimension showed complete consistency of sex differences.

For the Stance dimension there was inconsistent evidence, as the two significant findings were contradictory. For Engagement, on the four scales where significant differences occurred, three of them favored the females; but one (Sentence Completion Anxiety) favored the males. Thus, while evidence of some consistency is present, it is not as strong as that for Attitude. For Negative Affect there were three significant differences and one of them contradicted the other two. Thus, again, only tenuous support can be offered for the hypothesis. The identical situation existed for Neutral Affect. However, for Positive Affect, in all three instances where significant differences occurred, they were in favor of the females.

In conclusion, the hypothesis was completely verified for Attitude, and what evidence there was substantiated the consistency for Positive Affect and, to a lesser extent, Engagement. Evidence for Negative and Neutral Affect was somewhat more questionable.

COPING EFFECTIVENESS MEASURES

> The upper-middle class children will exhibit more effective overall coping behavior than will upper-lower class children.

The hypothesis cannot be said to have been verified from Sentence Completion data since only on Task Achievement did middle-class children significantly excel upper-lower class children. In the Story Completion instrument only one story (Academic Task Achievement) showed a significantly higher score for the upper-middle class sample. Thus, on only two of the fifteen Coping Effectiveness measures did the upper-middle class children significantly excel the upper-lower class.

The hypothesis cannot be said to have been verified with this small amount of evidence.

CHICAGO INTRA-COUNTRY REPORT OF SIGNIFICANT CORRELATIONS

CRITERION-CRITERION RELATIONSHIPS

Hypothesis 1: There will be positive relationships among the Achievement Criterion measures.

All correlations between the criterion variables, Math, Reading, and GPA were high and significant at both age levels. The correlations ranged between .50 and .66. The highest were between Mathematics Achievement and GPA (.66) at age fourteen, Mathematics Achievement with Reading Achievement (.63) at age ten, and Reading Achievement with GPA (.64) at age fourteen. The hypothesis was confirmed clearly at both age levels.

Hypothesis 2: There will be positive relationships among the Achievement and Peer BRS Criterion measures.

With the exception of the Aggression BRS variable, where one correlation (.12) of six was significant, all correlations between the Achievement Criterion and Peer BRS measures were significant in the positive direction.

The differences between ages were slight with an interesting trend noted; the correlations for four of the six significant BRS items showed the ten-year-olds' correlations to be lower than those at age fourteen for Math and Reading, whereas the correlations with GPA were all significant in the same direction, that is, the ten-year-olds were higher. Also the range of correlations with Math and Reading were lower, .12 to .38, while the range with the GPA score was from .31 to .65, the latter being the highest of all correlations.

The Total Score correlations followed the same pattern as the individual BRS scores: lower correlations, (.21 to .35) with the ten-year-olds lower with Math and Reading, and higher correlations (.37 to .60) with ten-year-olds higher with GPA.

The hypothesis was supported for both age groups for all BRS measures except Aggression. The pattern noted makes eminently good sense: Math and Reading are "pure" Achievement measures uncontaminated by social effects which influence GPA and justify the BRS itself. The ten-year-olds are more familiar with each other because of the classroom situation and would thus have higher correlations between BRS and the Achievement measures.

PREDICTOR-PREDICTOR CORRELATIONS

Hypothesis 3: There will be positive relationships among the Intrinsic Occupational Values.

Of the fifty-six possible correlations, thirty-five were significant, but only twelve were significant in the predicted direction. The correlations were, in all cases, in the same direction for both age groups when the correlations for both age groups were significant. The positive correlations were Altruism with Management, Self-Satisfaction, Intellectual Stimulation, and Variety at both age levels; and Intellectual Stimulation with Self-Satisfaction for fourteen-year-olds, Intellectual Stimulation with Creativity for the ten-year-olds; and Intellectual Stimulation with Variety for both age groups. The negative correlations were Altruism with Esthetics, Independence and Creativity at both age levels, Esthetics with Management, Self-Satisfaction and Intellectual Stimulation at both age levels, and with Variety at age ten; Independence with Management, Intellectual Stimulation, and Creativity at both ages and with Self-Satisfaction for the fourteen-year-olds and with Variety for the ten-year-olds; Management with Creativity for fourteen-year-olds and Creativity with Self-Satisfaction at age fourteen. The correlations ranged between .10 and .52. The highest (.52) was between Intellectual Stimulation and Variety in the fourteen-year-old sample. This correlation was also relatively high (.35) in the ten-year-old sample. All but two of the Intrinsic scores were correlated positively with the Intrinsic Total score. The two highest sets of correlations with the Intrinsic Total score were for Altruism and Intellectual Stimulation, while there was no significant correlation between Independence and the Total Score.

It would appear that there was a common element among the Intrinsic values which was illustrated by the Total Score correlations but that there was still much variability among the individual values as shown by the mixed pattern of positive and negative correlations. As a whole, the correlation must be rejected.

Hypothesis 4: There will be positive relationships among the Extrinsic Occupational Values.

Of forty-two possible correlations, twenty-eight were significant with seventeen in the negative direction. This left only eleven significant in the predicted direction. There were no real differences in the number of significant or positive correlations between the age groups. As with the Intrinsic values, the intercorrelations between these values were mixed with clusters of positive and negative correlations. The significant positive correlations were (a) Success with Prestige, Economic Returns (and Security at age fourteen); (b) Security with Surroundings; (c) Prestige with Economic Returns; and (d) Surroundings with Associates. However, Success with Surroundings and with Associates, Prestige with Surroundings and Associates, Security with Prestige, and Associates with Follow Father were all negatively correlated. For fourteen-year-olds only, Economic Returns with Associates, and Surroundings with Follow Father were negatively correlated and for the ten-year-olds, Follow Father with Success and Prestige were negatively correlated.

The correlations for the individual values were generally in the tens and twenties with the highest set of correlations being those between Prestige and Economic Returns (.31 at ten and .43 at fourteen).

The correlations with the Total Extrinsic score were all positive with the highest being for Economic Returns (.61, .65), and the lowest for Associates (.17, .11). The magnitude of these correlations was generally higher than among the individual values.

No consistent differences between the two age groups appeared on these values. While it was clear that the Extrinsic Total score fairly well represented the concept of Extrinsic, there was the same mixed pattern of positive and negative correlations among the individual values in these values as was found in the Intrinsic. Overall, the hypothesis must be rejected.

Hypothesis 5: There will be negative relationships among the Intrinsic and Extrinsic Occupational Values.

Although it was not absolute and complete, as with the value Independence (which seemingly was not related to either set of values), almost all correlations were negative between the two sets of values and certainly between the total scores. Of the one hundred and twelve correlations examined, fifty-six were significant in the predicted direction.

The following correlations were significant at both age levels: (a) Altruism with Prestige, Economic Returns and Follow Father; (b) Esthetics with Success, Security and Follow Father; (c) Management with Security, Prestige, Economic Returns, and Surroundings; Self-Satisfaction with Success, Prestige, Economic Returns, and Follow Father; (d) Intellectual Stimulation with Prestige, Economic Returns, and Follow Father; (e) Creativity with Security, Surroundings, and Associates; and (f) Variety with Success, Prestige, and Economic Returns. Significant at age ten only were the following relationships: (a) Altruism with Surroundings; (b) Esthetics with Surroundings; (c) Independence with Follow Father, (c) Creativity with Economic Returns; and (d) Variety with Follow Father. Significant at age fourteen only were the following relationships: (a) Altruism with Success; (b) Independence with Security; (c) Management with Associates; and (d) Intellectual Stimulation with Success, Security and Surroundings.

There was a large range of correlations ranging between -.10 to -.51. The highest correlations (-.40, -.51) were between Altruism and Economic Returns. All individual Extrinsic scores were negatively correlated with the Intrinsic Total score. With the exception of Independence, all Intrinsic Values were negatively correlated with the Extrinsic Total score. The highest correlation with the Intrinsic Total score was for Economic Returns (-.61, -.65); while the highest correlation with the Extrinsic Total was for Altruism (-.54, -.53) and

Intellectual Stimulation (-.48, -.59). The negative correlations were so consistent among both age groups that the hypothesis was strongly supported.

It seemed clear that the general concepts of Intrinsic and Extrinsic values are viable and discriminating at both age levels, but the individual values were not consistently related positively to other values classified in the same manner.

Hypothesis 6: There will be positive relationships among the status levels of Occupational Aspiration and Occupational Expectation and Educational Aspiration measures.

At both age levels and for all correlations, significant relationships in a positive direction were found. The correlations between Occupational Aspirations and Expectations were quite high (.59 and .68 at the two age levels), while the correlations between Educational Aspiration and both Occupational measures ranged between .21 and .39. This hypothesis was completely supported.

Hypothesis 7: There will be positive relationships among the Occupational Interests discrepancy scores.

All of the correlations between the discrepancy measures were significant at both age levels. The correlations were fairly strong, ranging from .29 to .60, with the highest correlations being between Father's Aspiration Less Subject's Aspiration and Mother's Aspiration Less Subject's Aspiration (.60 for the ten-year-olds and .56 for the fourteen-year-olds). Thus, the hypothesis was completely supported by the data.

Summary of Motivation Variable Hypotheses

Most of these hypotheses were supported with small differences between the age groups. The same relationships held at both ages but a trend was notable in which the fourteen-year-olds showed somewhat higher correlations on the Occupational Interest measures, indicating that the hypothesis was more highly confirmed for them, and that the relationships form a tighter system for the fourteen-year-olds.

Hypothesis 8:
(a) There will be a positive relationship between the SAI Active and Passive Coping measures.

(b) There will be a positive relationship between the SAI Active and Passive Defensive measures.

(c) There will be a negative relationship among the SAI Coping and Defensive measures.

The Active and Passive Coping scores were positively correlated at both age groups although the ten-year-olds' correlation (.29) was somewhat higher than the fourteen-year-olds' correlation (.21).

Of the eight possible correlations between the Coping and Defense measures, four were significant in the predicted negative direction, one was significant in the positive direction, and three were not significant. Clearly the Active Defense measure was negatively correlated with both the Active Coping and the Passive Coping measures for both age groups with a limited low range of -.10 to -.20. Passive Defense was not correlated with the Coping measures except for the positive relationship with Passive Coping for the fourteen-year-olds (.10).

It would appear that Active Defense was differentiated from the Coping measures equally, regardless of passivity or activity, whereas Passive Defense was not differentiated at all. It might be that the low correlation for fourteen-year-olds between the passive measures indicated a growing passivity with age.

Hypotheses 9 - 11: There will be positive relationships among the measures of the same Sentence Completion Coping Style variables across different behavior areas.

Stance

Of the twenty possible correlations among the Stance variables, thirteen were significant and all were in the positive (predicted) direction. Virtually the same number were significant at both age levels. Authority Stance was significantly related to Stance toward Aggression, Interpersonal Relations and Task Achievement at both age levels, and toward Anxiety for fourteen-year-olds. Anxiety Stance and Interpersonal Relations Stance were significantly related at both age levels. For ten-year-olds Stance toward Anxiety was related to Stance toward Task Achievement, and the Task Achievement Stance was also related to Stance toward Aggression. For fourteen-year-olds, Stance toward Aggression was related to Stance toward Anxiety and Interpersonal Relations.

Nearly all of the correlations ranged between .10 and .20, with the exception of those between Stance toward Authority (.27, .24) and Stance toward Aggression, and between Authority and Task Achievement (.24) for the fourteen-year-olds.

All of the individual measures of Stance were related positively to the Total Stance score. The lowest correlations were between Stance toward Aggression and the Total score (.41 and .42 for the ten- and fourteen-year-olds), while the highest correlations were in the sixties for both Authority and Task Achievement with the Total score.

Overall the hypothesis was confirmed with the Authority Stance measure, the most consistently related to the other Stance scores and the Total score, particularly for the fourteen-year-olds.

Engagement

Only four out of twenty correlations between the Engagement scores of the different behavior areas were significant. Only one was significant for fourteen-year-olds; that between Engagement in Interpersonal Relations situations and Engagement in Aggression situations (.10). Three were significant for ten-year-olds: (a) between Aggression Engagement and Engagement with Authority and Interpersonal Relations and (b) between Engagement with Authority and Engagement with Interpersonal Relations.

All of these correlations were between .10 and .13. However the individual scores for each area were correlated significantly with the Total Engagement score, ranging from .26 to .59. The highest correlations with the Total score were those of Task Achievement (.59, .58); while the lowest were those of Aggression (.28, .26).

In view of the very low individual area correlations, primarily between Authority, Aggression and Interpersonal Relations for both age groups, the hypothesis was not confirmed at all for this variable. The Total scores did seem to represent a more consistent measure of general propensity to engage in a particular fashion in different situations although the correlation of Engagement with Aggression with the Total score separated that area somewhat.

Although there does seem to be a general tendency which might be called Engagement, this hypothesis must be rejected based upon the individual area correlations.

Coping Effectiveness

All of the correlations between the Coping Effectiveness variables for the various behavior areas were significant although they varied in size in a nonsystematic manner by age.

The lowest correlations for the ten-year-olds were between the Coping Effectiveness scores for Anxiety and Aggression (.10), Anxiety and Authority (.10), and Task Achievement and Aggression (.11). The highest correlation for the ten-year-olds was between the Coping Effectiveness score for Interpersonal Relations and Authority (.44).

The lowest correlations for the fourteen-year-olds were between Aggression and both Anxiety (.16) and Task Achievement (.14). The highest was between Task Achievement and Authority (.34).

The correlations between the Total score and the different behavior areas for the Coping Effectiveness variables were significant in all cases with little difference between age groups. The Aggression - Total score correlation was lowest for each age group (.43, .43). The Authority - Total score relationship was highest (.73, .74). The relationship between Interpersonal Relations and the Total was .73 for the ten-year-olds and .62 for the fourteen-year-olds.

In summary, the Coping Effectiveness scores for the behavior areas and the Total scores were all significant in the positive direction and therefore the hypothesis was confirmed.

It would appear that there is a greater relationship for the ten-year-olds between a constellation of Interpersonal Relations, Authority, and overall Coping Effectiveness than for fourteen-year-olds. For fourteen-year-olds, it would appear that Task Achievement was more prominent in the overall Coping Effectiveness constellation. In either case, the Authority component was highest for both groups.

Hypothesis 12: There will be positive relationships among the Sentence Completion Attitude measures across behavior areas.

The relationships among the Attitude measures were all positive and significant. The Interpersonal Relations - Authority Attitude correlation was highest (.39 for both ages) and the Task Achievement-Interpersonal Relations was lowest (.22 and .23). The relationship between Attitude toward Task Achievement and Attitude toward Authority was lower for the ten-year-olds (.29) than for fourteen-year-olds (.38).

All of the relationships between the behavior area scores and the Total Attitude score were positive and significant. They range from .68 to .79 and were thus quite high.

The hypothesis was confirmed by the data. The difference between the age groups on the Attitude toward Task Achievement and Attitude toward Authority correlation begins to indicate a difference that may be meaningful. It would appear that fourteen-year-olds relate their behavior and attitudes between achievement and authority more highly, whereas ten-year-olds seem to see authority within a constellation that includes Interpersonal Relations as more potent, relatively, than Achievement.

Hypotheses 13 - 14: There will be a positive relationship among the measures of the same Sentence Completion Affect dimension across the different behavior areas.

Negative Affect

All of the correlations between the Negative Affect variables across the different behavior areas were positive for both age groups. There were no differences of note between the age groups. The scores ranged from .16 and .17 for Task Achievement and Aggression to .43 and .42 for Interpersonal Relations and Authority.

The Negative Affect Total score was significantly related to the area scores, ranging from .56 and .54 for Aggression to .80 for both ages with Authority.

The hypothesis was confirmed for both ages and for all behavior areas and the Total score.

Positive Affect

There were no significant correlations among the areas for Positive Affect. The area by Total score correlations were all significant but there were extreme differences in the size of the correlations. The Interpersonal Relations by Total score correlation was .13 for the ten-year-olds and .14 for the fourteen-year-olds. The Task Achievement by Total score correlation for Positive Affect was .94 for age ten and .96 for age fourteen.

Clearly the behavior area scores were not related, and the Total score for Possitive Affect reflected more Task Achievement related affect than the Positive Affect shown in the Authority and Interpersonal Relations areas. In summary, the hypothesis was not confirmed.

Hypothesis 15a: There will be a positive relationship between the Total Attitude measures and the Total Positive Affect measure.

This hypothesis was confirmed with significant correlations at both age levels in which the fourteen-year-olds showed a higher relationship (.24) than did the ten-year-olds (.16).

Hypothesis 15b: There will be negative relationships between the Total Attitude measures and the Total Negative Affect measures.

This hypothesis was confirmed with the ten-year-old correlation being higher (-.25) than the fourteen-year-old correlation (-.15).

These last two hypotheses seemed to indicate that, for ten-year-olds, attitudes were more related to Negative Affect, possibly the against type attitudes, whereas for fourteen-year-olds, attitudes were more related to Positive Affect. This would probably be interpreted in the American culture as a positive maturational sign.

Hypothesis 16: There will be positive relationships among the Total amount of Positive Affect expressed and the Total Attitude measures with the Coping score totals. There will be negative relationships among the Total amount of Negative Affect expressed and the Total Attitude measure with the Coping score totals.

Positive Affect

The Positive Affect total was significantly related to the Coping Style measures twice at age ten and twice at age fourteen (out of a possible three correlations at each age level). This was significant at both age levels for the Total Coping Effectiveness scores which correlated .19 for the ten-year-olds and .37 for the fourteen-year-olds. For the fourteen-year-olds the Total Positive Affect and Stance score was positive and significant (.31). For the ten-year-olds there was a negative (-.16) correlation between Total Positive Affect and Engagement.

Attitude

The Total Attitude measure was correlated significantly with all of the Total Coping Style measures, ranging from .20 and .21 for both age groups with Engagement, to .35 for both age groups between Total Attitude and Total Coping Effectiveness.

This would seem to indicate that Attitude was a better predictor of Coping Style than Affect.

Negative Affect

This was confirmed for all groups and variables with the lowest relationships being that for Engagement, (-.41 for the ten-year-olds and -.33 for the fourteen-year-olds). The highest (-.76), for both age groups, were the correlations with Coping Effectiveness.

With the last part of the hypothesis, this seemed to indicate that Negative Affect related to Coping Style strongly and negatively, but Positive Affect did not have so strong a relationship. Attitude had consistent significant correlations with all Coping Style variables in each age group.

The most striking finding consistently across these analyses of the Sentence Completion data was the influence of Authority in Attitude, Affect and behavioral tendencies. Affect seemed less likely to be related to behavior whereas Attitude was more likely to be so. For ten-year-olds attitudes related to Authority are related to other attitudes, but most importantly to Interpersonal Relations attitudes and behavior in those types of situations. For fourteen-year-olds it would seem that Authority attitudes were more influential in Task Achievement situations. This may be a more projective finding. What we may be seeing here is the ten- and the fourteen-year-old's view of the world. The ten-year-olds see the world as a constellation of authoritative and non-authoritative persons toward whom one must act in an apparently consistent fashion, while the fourteen-year-olds seem to see authority as having more to do with achievement and less with a separate or separating Interpersonal Relations sphere.

Hypotheses 17 - 21: There will be a positive relationship among the measures of the same Story Completion Coping Style dimensions across the different behavior areas.

Engagement

Of the fifty-six possible correlations between the behavior area scores on Engagement, thirty-five were significant and in the predicted direction. For the ten-year-olds, fourteen correlations were significant while for fourteen-year-olds, twenty-one were significant.

There were twenty-four correlations (or twelve pairs) that were significant at both age levels. These were: (a) Aggression with both Authority stories, Interpersonal Relations (Story Seven), and Nonacademic Task Achievement, (b) Authority (Father's) with Interpersonal Relations (Story Seven) and Academic Task Achievement; (c) Authority (Mother's) with Interpersonal Relations, (d) Story Four Interpersonal Relations with Story Seven Interpersonal Relations and both Academic and Nonacademic Task Achievement, (e) Story Seven Interpersonal Relations with both Academic and Nonacademic Task Achievement; and (f) Academic with Nonacademic Task Achievement. Significant at age ten only was the relationship between Anxiety and Nonacademic Task Achievement. Significant at age fourteen only were the following relationships: (a) Anxiety with both Authority stories and Story Four Interpersonal Relations; (b) Father Authority with both Mother Authority and Story Four Interpersonal Relations, and (c) Mother Authority with Story Four Interpersonal Relations.

The scores ranged between .10 and .25. The highest (.25) was between Father Authority and Story Seven Interpersonal Relations at age fourteen.

All of the behavior area scores for Engagement were correlated with the Total Engagement score with the range being between .37 and .56. Thus the Engagement Total score appeared to be a fairly good representative of the Engagement concept. All individual scores had approximately the same magnitude of correlation with the Total score. Father's Authority, however, was the most highly correlated (.47, .56), followed by Story Seven Interpersonal Relations (.48, .51) and Aggression (.46, .50). Although the differences were not actually great, ranging up to .11 on Interpersonal Relations (Story Four) x Total correlation, the fourteen-year-olds had higher correlations between the area and Total score than did the ten-year-olds with one exception.

The data lent fairly good support to the hypothesis.

Initiation

Of fifty-six possible correlations twenty-nine were significant between the area score for Initiation. Nine of these were in the ten-year-old sample and twenty were in the fourteen-year-old sample.

There were sixteen correlations (eight pairs) which were significant at both age levels. These were: (a) Aggression with both Authority stories and Story Seven Interpersonal Relations; (b) both Authority stories with Story Seven Interpersonal Relations; (c) Story Four Interpersonal Relations with both Academic and Nonacademic Task Achievement; and (d) Story Seven Interpersonal Relations with Nonacademic Task Achievement. Significant at age ten only was the relationship between Anxiety and Story Seven Interpersonal Relations. Significant at age fourteen only were the following relationships: (a) Aggression with both Academic and Nonacademic Task Achievement; (b) Anxiety with Story Four Interpersonal Relations; (c) Father Authority with Mother Authority, Story Four Interpersonal Relations and Academic Task Achievement; (d) Mother Authority with Story Four Interpersonal Relations and both Academic and Nonacademic Task Achievement; (e) Story Four with Story Seven Interpersonal Relations; (f) Story Seven Interpersonal Relations with Academic Task Achievement; and (g) Academic with Nonacademic Task Achievement.

Story Seven Interpersonal Relations was significantly correlated most frequently with other stories (eleven times).

The strength of the correlations ranged from .10 to .27 with the bulk of them being between .10 and .17. The highest correlation (.27) was between Story Four Interpersonal Relations and Nonacademic Task Achievement at age ten.

The Total scores reflected the same pattern as the area scores. That is, the fourteen-year-olds had higher correlations between the area measures of Initiation and the Total score than did the ten-year-olds in all areas except for one Interpersonal Relations story. This may indicate that, in Initiation, the fourteen-year-olds have developed a consistent, or more consistent, style of coping with situations in general. The ten-year-olds did not have so coordinated a pattern as yet.

Implementation

Of the forty-two correlations among the behavior area of

Implementation twenty-two were significant. Ten of the significant correlations were for ten-year-olds and twelve were for fourteen-year-olds. Fourteen of the significant correlations were significant at both age levels (seven pairs).

No pattern appeared among these correlations by age. Significant in both age groups were the following: (a) Aggression with Authority and Interpersonal Relations (Story Seven); (b) Interpersonal Relations (Story Four) with Anxiety, (c) Mother Authority with Story Seven Interpersonal Relations and Academic Task Achievement; and (d) Story Four Interpersonal Relations with Academic Task Achievement and Nonacademic Task Achievement.

The correlations ranged from .10 to .26 with the majority between .12 and .18. The highest correlation (.26) was between Story Four Interpersonal Relations and Nonacademic Task Achievement at age fourteen. The Total score by behavior area correlations were all significant and the range was between .38 and .55. The behavior areas varied within a limited range in their relation to the Total score. The highest was for Aggression, followed by Academic Task Achievement and Story Seven Interpersonal Relations. In general the hypothesis was moderately confirmed for this variable.

Persistence

Of the fifty-six pairs of variables labeled Persistence, twenty-one were significant, eight for ten-year-olds and thirteen for fourteen-year-olds. Only ten correlations (or five pairs) were significant for both age groups: (a) Story Four Interpersonal Relations with Anxiety; (b) Academic Task Achievement with another measure of Persistence from the same story, and with Nonacademic Task Achievement; (c) Academic with Nonacademic Task Achievement stories, and (d) Story Four Interpersonal Relations with Nonacademic Task Achievement.

Significant at age ten only were the following relationships: (a) Aggression with Mother Authority, (b) Anxiety with Academic Task Achievement, and (c) Mother Authority with Story Four Interpersonal Relations. Significant at age fourteen only were the following relationships: (a) Aggression with Anxiety, Story Seven Interpersonal Relations and both Academic and Nonacademic Task Achievement; (b) Anxiety with Story Seven Interpersonal Relations; (c) Story Four Interpersonal Relations with Story Seven Interpersonal Relations and Academic Task Achievement; and (d) Story Seven Interpersonal Relations with Nonacademic Task Achievement.

The correlations ranged from .11 to .59. However, all of these correlations were under .26 except for the Academic Task Achievement stories correlations which were .51 for age ten and .59 for age fourteen.

Although all of the area scores were correlated significantly with the Total scores there was a wide range in which the Authority by Total correlation was .27 for age ten and .38 for age fourteen; whereas one of the Academic Task Achievement scales correlations with the Total score was .61 for age ten and .54 for age fourteen. This was particularly difficult to interpert, however, because the other Task Achievement story Persistence scores were correlated with the Total score .33 for age ten and .35 for age fourteen.

Overall the Persistence score was weakly related among the areas and with the Total scores. There would seem to be two slight clusters among the Task Achievement items and possible Aggression for the fourteen-year-olds.

Coping Effectiveness

Of the fifty-six correlations thirty-three of the Coping Effectiveness correlations were significant. Ten of the correlations that were significant were for the ten-year-olds, and twenty-three were significant for the fourteen-year-olds. The correlations were significant at both age levels in ten cases: (a) Aggression with both Authority stories and Interpersonal Relations Story Seven; (b) Story Seven Interpersonal Relations with both Authority stories; (c) Anxiety with Story Four Interpersonal Relations; (d) Academic Task Achievement with Mother Authority, and both Interpersonal Relations stories; and (e) Academic with Nonacademic Task Achievement.

There was no instance in which there was a significant correlation for ten-year-olds where there was not one for fourteen-year-olds. The fourteen-year-olds showed significant correlations in every area. They were: (a) Aggression with Anxiety, Story Four Interpersonal Relations, and both Academic and Nonacademic Task Achievement; (b) Anxiety with Mother Authority; (c) Father Authority with Mother Authority, Story Four Interpersonal Relations, and Academic Task Achievement; (d) Mother Authority with Story Four Interpersonal Relations and Nonacademic Task Achievement; (e) Story Four Interpersonal Relations with Story Seven Interpersonal Relations and Nonacademic Task Achievement; and (f) Story Seven Interpersonal Relations with Nonacademic Task Achievement. The correlations ranged from .10 to .27. The highest was between Aggression and Mother Authority at age fourteen.

All of the component scores for Coping Effectiveness were significantly related to the Total Coping scores. The Aggression score was correlated most highly with the Total score for fourteen-year-olds (.61). The highest ten-year-old correlation was .55 between the Academic Task Achievement story and the Total score. The lowest correlation for both ages was between the Total score and the Anxiety Story Coping Effectiveness score (.36), while the lowest score for the ten-year-olds was between Interpersonal Relations and Total score (.31).

The hypothesis was fairly well confirmed but clearly more so for the fourteen-year-olds than for the ten-year-olds.

Whether the hypothesis was confirmed differentially at the two age levels because of actual differences in Coping Effectiveness in actual behavior or because of a pattern of values expressed in written responses that are different at the two age levels is of course a moot point. However, there was clearly a more consistent pattern of responses in the variable Coping Effectiveness among fourteen-year-olds than among ten-year-olds. Again, whether this implies a greater consistency in behavior, and a greater consistency in overall psychological functioning is not answerable here, but is a worthy hypothesis to pursue in the remainder of the data.

Hypotheses 22 - 23: There will be positive relationships among the measures of the same Story Completion Affect dimension across the different behavior areas.

Problem Affect

Of fifty-six correlations among the different behavior areas on the Problem Affect variable there were only fourteen that were significant, six for the ten-year-olds and eight for the fourteen-year-olds. There were no correlations which were significant for both age groups. The Nonacademic Task Achievement area accounted for six significant correlations whereas Academic Task Achievement correlated only with Nonacademic Task Achievement. The following correlations were observed at age ten. (a) Aggression with Mother Authority and Story Seven Interpersonal Relations, (b) Anxiety with Story Seven Interpersonal Relations and Nonacademic Task Achievement, (c) Mother Authority with Nonacademic Task Achievement; and (d) Story Seven Interpersonal Relations with Nonacademic Task Achievement. Significant at age fourteen only were the following relationships (a) Aggression with Nonacademic Task Achievement, (b) Anxiety with Story Four Interpersonal Relations; (c) Father Authority with Nonacademic Task Achievement, (d) Mother Authority with Story Seven Interpersonal Relations, and (e) Academic with Nonacademic Task Achievement. There was no pattern to these significant correlations.

The Total Problem Affect score, while correlated significantly with the scores from each of the behavior areas, did not show a correlation over .48 and some were as low as .23, .22, .26 for the ten-year-old sample. As could have been expected, inasmuch as the area is an emotional one, the highest correlations between the Problem Affect Total score and a behavior area was for the Anxiety area (.48 for both age levels).

The hypothesis was so weakly supported at both age levels that one can only feel that both the area and Total scores represented a real aspect of life, affect shown in relation to a problem, but that this was not a consistent aspect of individual personalities or behavior.

Outcome Affect

Fourteen correlations from a total of fifty-six were significant for the Outcome Affect variable. Eight were for ten-year-olds and six were for fourteen-year-olds. Nine of the significant correlations were with the Academic and Nonacademic Task Achievement variables. The relationships which were shown, although positive, were so infrequent in relation to the stated hypothesis, that it could best be said that the task-related Outcome Affect related to Affect Related to Outcome in some of the other areas in a weak and vague manner.

The Total score correlations also seemed idiosyncratic and without a meaningful pattern. They ranged from .16 to .46. The Outcome Affect variable did not show positive relationships across the different behavior areas to any significant degree. Thus, the hypothesis should be rejected.

Hypothesis 24: There will be positive relationships among the Story Completion Total Affect measures and the Total Coping Style measures.

All of the correlations between Total Coping Style measures and Total Affect measures were positive and significant. In all cases the Total Problem Affect score correlations with the Total Coping Style measures found the ten-year-old correlations higher than those for the fourteen-year-olds. The reverse was true for the correlations with the Outcome Affect measure where the fourteen-year-old correlations were higher than those for the ten-year-olds.

The range of correlations between the Problem Affect Total and the Coping Style Total measures was from .18 (for fourteen-year-olds) with the Persistence Total to .49 (for the ten-year-olds) with the Coping Effectiveness Total. The range of correlations for the Outcome Affect measure were from .27 for the ten-year-olds (with Persistence) to .62 for the fourteen-year-olds (with the Total Coping Effectiveness measure).

The hypothesis was strongly supported. It would appear that for ten-year-olds there was a stronger relationship between the affect they express in relation to a problem and their Coping Style, whereas for fourteen-year-olds the affect they express in relation to the outcome better relates to their Coping Style. This fits certainly the more emotional, less mature expectations we have for the age groups.

In summary, overall the hypotheses in this section have been at least moderately confirmed. The Story Completion Coping Style dimensions across the different behavior areas did show positive relationships. The Engagement, Coping Effectiveness, and Initiation variables showed more significant correlations across the areas than did the Implementation and Persistence dimensions. A noteworthy age difference pattern of correlations showed itself on the three hypotheses that were strongly supported. Fourteen-year-olds showed greater positive relationships and more relationships across the areas for the three dimensions and with the Total scores for the dimensions than did the ten-year-olds.

The Story Completion Affect dimensions across the behavior areas showed little support for the hypotheses that they would be positively related. Although the hypotheses were weakly supported due to the number of significant correlations there did not appear to be a consistent Affect dimension for either age group. However the following hypothesis: that the Coping Total and Affect Total measures would be positively correlated, was supported and seemed to indicate that there was more meaning to the Affect dimensions. Total Problem oriented Affect correlated more highly with the Total Coping Style measures for the fourteen-year-olds.

It might be said that these correlational results point to a difference in the coherency, the consistency, of Coping Style for the age groups with the fourteen-year-old pattern much more highly developed. The data also indicated that a difference in the use of Affect between the age groups probably exists. Although Affect tends to be very situation-oriented and therefore not highly related across behavior areas, ten-year-olds showed Affect in relation to problems more consistently whereas fourteen-year-olds were more emotional about the outcome of their behavior or the situations around them.

Hypotheses 25 - 26: There will be positive relationships among measures of the same Coping Style construct in the same behavior area across the two projective instruments.

Engagement

Of sixteen possible correlations between the Engagement scores for the Story and the Sentence Completion items, three were significant. One correlation was significant for ten-year-olds and two for fourteen-year-olds. Significant in both age groups were the correlations between Story Seven Interpersonal Relations and Sentence Completion Interpersonal Relations. Significant at age fourteen only was the relationship between Story and Sentence Completion Anxiety.

The correlations ranged between .11 and .16, with the highest being that of the two Anxiety measures.

Of the sixteen correlations of the Individual Story Completion Engagement scores with the Sentence Completion Total score, only four were significant. Of the ten correlations of the individual Sentence Completion Engagement scores with the Story Completion Engagement Total score, three were significant, but quite small.

On the basis of this evidence, the hypothesis must be rejected.

Coping Effectiveness

Of the sixteen possible correlations between the Story Completion and Sentence Completion Coping Effectiveness scores for the same behavior areas, six were significant. All six were in the fourteen-year-old sample. Thus six out of eight correlations for this age were significant. The following correlations were significant (in the fourteen-year-old sample): (a) Sentence and Story Completion Anxiety; (b) Story Completion Father's Authority with Sentence Completion Authority; (c) Story Completion Mother Authority with Sentence Completion Authority; (d) Stories Four and Seven Interpersonal Relations with Sentence Completion Interpersonal Relations; and (e) Sentence Task Achievement with Story Academic Task Achievement.

The correlations ranged between .12 and .18. The highest (.18) was between Story Seven Interpersonal Relations and Sentence Interpersonal Relations.

The Total scores reinforced dramatically the strength of the fourteen-year-olds' correlations. The correlations between the two Total scores showed a significant .15 correlation for the ten-year-olds and .32 for the fourteen-year-olds. For fourteen-year-olds all of the correlations between the Total scores for one instrument and the area scores for the other instrument were significant.

The hypothesis was strongly supported for fourteen-year-olds and showed a consistency in dealing with situations. For ten-year-olds the hypothesis was not supported at all. The same type of difference that was found earlier showing more regard and unanimity in dealing with emotion was again evident.

Hypothesis 27 - 28: The Story Completion Affect measures will be positively related to the Sentence Completion Positive Affect measures and negatively related to the Sentence Completion Negative Affect measures of the same behavior area.

Problem Affect

Of the twenty-eight correlations examined which pertained specifically to this hypothesis, only three were significant, and they were all relationships with Negative Affect. These were: (a) Sentence and Story Aggression, (b) Sentence and Story Anxiety (both at age ten only), and (c) Mother Authority Story with Sentence Completion

Authority at age fourteen. These three correlations were quite small (-.11 to -.12). This hypothesis must be rejected.

Outcome Affect

Of the twenty-six correlations examined which pertained directly to this hypothesis, only three were significant and all of these involved Negative Affect relationships, two at age ten and one at age fourteen.

Correlations between one instrument's individual scores and the other instrument's total scores were not impressive.

The evidence did not support the hypothesis for either age group.

Hypotheses 29 - 30: The Sentence and Story Completion Total measures of Coping Style dimension will be positively related to the SAI Coping measures and negatively related to the SAI Defensive measures.

Sentence Completion Total Coping Style Scores x SAI Measures

For the Coping SAI measures the correlations were all positive with a range between .10 and .20. For the Defense measures the Total Coping Effectiveness scores were negatively correlated (-.13 to -.41). All of the above relationships were for both age groups. The Defensive measures by Total Stance and Engagement were significant for fourteen-year-olds in the negative direction. For the ten-year-olds, this was only true for the correlation between Passive Defense and the Total Stance score (-.11). The highest correlation (-.41) was between Total Coping and the Active Defense score at age fourteen.

The hypothesis was confirmed, but more strongly for fourteen-year-olds than for the ten-year-olds.

Story Completion Total Coping Style Scores x SAI Measures

Of forty-eight correlations, twenty-three were significant in the predicted direction; eight for ten-year-olds and fifteen for the fourteen-year-olds. The SAI Active Coping score was correlated with all Story scores except Persistence at age fourteen. It was significantly correlated with Engagement and Implementation and Coping Effectiveness at age ten. There were no significant Passive Coping correlations for the ten-year-olds, and for the fourteen-year-olds, there were none for Implementation or Persistence. The Active Defense scale was correlated negatively with all story style scores at both age levels except for Stance at age ten. The Passive Defensive scale correlated positively with Stance for the fourteen-year-olds, but this was opposite from the predicted direction.

It would appear that the hypothesis was moderately confirmed with the primary strength coming from the degree to which the Active Defense scale of the SAI was negatively related to Coping with the story dimensions. At age fourteen there was strong support for the Active Coping portion of the hypothesis.

Hypothesis 31a: The SAI Coping scores will be positively related with the Story Completion Total Affect measures.

Of eight correlations, two were significant in the predicted direction and the range was from .10 to .12. Active Coping was correlated (.12) with Total Problem Affect for the fourteen-year-olds. Passive Coping was correlated (.10) with the Total Story Outcome for fourteen-year-olds. The hypothesis was not confirmed.

Hypothesis 31b: The SAI Coping scores will be positively related with the Sentence Completion Total Positive Affect measure.

There were no significant correlations and the hypothesis was not confirmed.

Hypothesis 31c: The SAI Coping scores will be negatively related with the Sentence Completion Total Negative Affect measure.

This was fairly well confirmed in that at both age levels Active Coping and Total Sentence Completion Negative Affect correlated -.15, and the Passive Coping score correlated -.16 for the fourteen-year-olds.

Hypothesis 31d: The SAI Defensive scores will be negatively related with the Story Completion Total Attitude measures.

Active Defensive was correlated -.10 with the Total Story Outcome for ten-year-olds, while no other correlations were significant. The hypothesis was not confirmed.

Hypothesis 31e: The SAI Defensive scores will be negatively related with the Sentence Completion Total Positive Affect measure.

This was confirmed for the fourteen-year-olds with correlations of -.19 and -.11 for Positive Affect with both Active and Passive Defense scales, but not for ten-year-olds where none of the correlations were significant.

Hypothesis 31f: The SAI Defensive scores will be positively related with the Sentence Completion Total Negative Affect measure.

This was confirmed as all correlations were significant at both age levels.

The correlations ranged between .15 and .30. The highest (.30) was between Negative Affect and the Active Defensive scale at age fourteen.

Hypothesis 32: The Occupational Values Intrinsic measures will be positively related with the Sentence and Story Completion Total Coping dimension measures.

Of the two hundred correlations, twenty-nine were significant in the predicted direction, ten for ten-year-olds, and nineteen for fourteen-year-olds. Actually, there were only one hundred and sixty correlations if the correlations with Total Scores were excluded. Over half (six) of the significant correlations for the ten-year-olds were between the value Altruism and Sentence Completion Total Coping variables of Stance, Engagement, and Total Coping Effectiveness, and the Story Completion variables of Stance, Engagement and Initiation. Also for the ten-year-olds there were significant relationships found between the Management value and the Story dimensions of Stance, Engagement, and Initiation.

For the fourteen-year-olds, their highest number of significant correlations were for Self-Satisfaction and Intellectual Stimulation with all Sentence and Story dimensions except Sentence Engagement, Story Acceptance of Authority (which was correlated with nothing) and Story Sociability with Self-Satisfaction. The Altruism value was correlated with five Coping measures for the fourteen-year-olds. These were: Altruism with Sentence Completion Stance and Total Coping Effectiveness, Story Completion, Engagement, Implementation, and Persistence.

The correlations ranged between .10 and .25. The highest correlations were between Sentence Completion Total Coping Effectiveness and Altruism (.25, .22). Altruism was significantly correlated more frequently with the Sentence and Story variables than was any other Intrinsic value.

Of the twenty-two correlations with the Total Intrinsic score, eleven were significant, five at age ten, and six at age fourteen. The correlations were significant at both age levels for Sentence Completion Stance and Coping Effectiveness, and for Story Completion Stance, Engagement and Coping Effectiveness. Significant at age fourteen only was the relationship between the Intrinsic Total score and Story Completion Persistence.

Overall the Altruism variable for ten-year-olds was most strongly related to the Coping variables. For the fourteen-year-olds there was more indication of a number of values that related to Coping Style and Effectiveness: Altruism, Self-Satisfaction and Intellectual Stimulation. Certainly overall there was some justification for this hypothesis, but with the abovementioned values only.

Hypothesis 33a: The Occupational Values Intrinsic measures will be positively related with the SAI Coping measures.

Of thirty-two correlations four were significant, but two of these were negative correlations. Altruism correlated significantly with Passive Coping for both age groups. For fourteen-year-olds Independence correlated negatively (-.17) with Passive Coping, and Variety correlated negatively (-.11) with Active Coping. The Total Intrinsic score did not correlate with either Coping measure of the SAI. The hypothesis must be rejected. It is probably worth noting that the Altruism-Passivity correlation and the Independence-Passive Coping negative correlation add to the face validity of the SAI.

Hypothesis 33b: The Occupational Values Intrinsic measures will be negatively related with the SAI Defensive measures.

Of the thirty-two correlations eight were significant in the predicted direction, two for the ten-year-olds and six for the fourteen-year-olds. Altruism was negatively related to Active Defensive for both age groups, as was Self-Satisfaction. For the fourteen-year-olds Management was negatively related to the Passive Defense scale. Intellectual Stimulation and Variety were negatively related with the Active Defense scale. For the Total Intrinsic score there was one strong negative correlation (-.27) with the Active Defensive scales for fourteen-year-olds. The hypothesis was supported in part but only for the fourteen-year-olds. An interesting variation from the negative correlations was Variety with the Passive Defense scale (for age ten) and Creativity with Active Defense for the fourteen-year-olds. It is almost as if we have caught a mischievous element in values and behavior in both age groups.

Hypothesis 34a: The Occupational Values Intrinsic measures will be positively related with the two Story Total Affect measures and the Sentence Total Positive Affect measure.

Of the forty-eight correlations nine were significant in the predicted direction (three were negative). Four were in the ten-year-old sample and five at age fourteen. There were four correlations (two pairs) which were significant at both age levels. These were: (a) Altruism with Story Completion Outcome Affect; and (b) Self-Satisfaction with Sentence Completion Total Positive Affect. Significant at age ten only were the following relationships: (a) Independence with Story Problem Affect; and (b) Management with Story Outcome Affect. Significant at age fourteen only were the following relationships: (a) Story Outcome Affect with both Self-Satisfaction and Intellectual Stimulation; and (b) Altruism with Sentence Completion Total Positive Affect.

The correlations ranged between .10 and .16. The highest (.16) was between Intellectual Stimulation and Story Outcome Affect at age fourteen. There were no significant correlations with the Total Intrinsic score.

Although the Altruism and Self-Satisfaction correlations for the fourteen-year-olds seemed to imply that there was some merit to this hypothesis for those variables, the total hypothesis must be rejected.

Hypothesis 34b: The Occupational Values Intrinsic measures will be negatively related with the Sentence Total Negative Affect measures.

Of sixteen correlations four were negative and significant and one was positive (not in the predicted direction) and significant. For both age groups, Altruism and Self-Satisfaction were significantly correlated with the Total Negative Affect score. The range was between -.11 and -.15. The Total Intrinsic score was correlated (-.15) with the Total Negative Affect score at age fourteen. For fourteen-year-olds the hypothesis is partially supported in the sense that the Total Intrinsic score and two of the values were as predicted. For the ten-year-olds this was not true because there was the reversal (positive correlation) for Creativity.

Hypothesis 35: The Occupational Values Extrinsic measures will be negatively related with the Sentence and Story Total Coping dimension measures.

Of one hundred and twenty-six correlations, twenty-nine were significant, but three were in the opposite direction from that predicted. Ten were significant for the ten-year-olds, and five of these were between the Follow Father value and the Story Completion dimensions. Nineteen correlations were significant for the fourteen-year-olds.

There were eight correlations (four pairs) which were significant at both age levels. These were: (a) Prestige with Story Completion Engagement; (b) Economic Returns with Sentence Completion, Stance and Coping Effectiveness; and (c) Follow Father with both Story Completion and Coping Effectiveness. The following relationships were significant at age ten only (excluding positive correlations): (a) Associates with Story Completion Stance; and (b) Follow Father with Story Completion Initiation, Implementation, and Persistence. Significant at age fourteen only were the following relationships: (a) Success with Story

Completion Stance, Engagement, Persistence, and Coping Effectiveness; (b) Prestige with Sentence Completion Stance and Coping Effectiveness and with Story Completion Initiation, Persistence and Coping Effectiveness; and (c) Economic Returns with Story Completion Engagement, Persistence, and Coping Effectiveness.

The values of Prestige, Economic Returns and Follow Father were most frequently negatively correlated with the Coping Style dimensions (seven correlations apiece). Story Completion Engagement was most frequently correlated with individual Extrinsic measures (six times).

The Total Extrinsic correlations were significant and negative for both age groups for Sentence Completion Stance and Total Coping, and for Story Completion Stance, Engagement and Total Coping. At age fourteen there was a negative correlation between the Extrinsic score and Persistence. The range of scores overall was from .10 to .24. The hypothesis was very weakly confirmed in the sense that the Total Extrinsic score and some specific values were consistent for the fourteen-year-olds and the Total Extrinsic score and the Follow Father value was strong for the ten-year-olds.

Hypothesis 36a: The Occupational Values Extrinsic measures will be negatively related with the SAI Coping measures.

Of the twenty-eight correlations only four were significant. For the ten-year-olds Economic Returns was correlated (-.10) with both Active and Passive Coping. For the fourteen-year-olds, Economic Returns was correlated (-.13) with Passive Coping, and Success correlated (-.10) with Passive Coping. The Total Extrinsic value score was not correlated significantly with the Coping measures. The hypothesis was not confirmed.

Hypothesis 36b: The Occupational Values Extrinsic measures will be positively related with the SAI Defensive measures.

Of twenty-eight correlations seven were significant. Three were for the ten-year-olds: (a) Passive Defense with Surroundings and Associates; and (b) Active Defense and Follow Father. For the fourteen-year-olds there were no correlations involving the Passive Defense scale, while the Active Defense scale was correlated with Success, Prestige, Economic Returns and Follow Father. The total Extrinsic score was correlated significantly with the Active Defense scale for both groups, but more highly at age fourteen (.27) than at age ten (.12). The hypothesis was moderately confirmed for the Active Defense scale and more strongly for the fourteen-year-olds. It was not confirmed for the other three scales.

Hypothesis 37a: The Occupational Values Extrinsic measures will be negatively related with the two Story Total Affect measures and the Sentence Total Positive Affect measure.

Of the forty-two correlations six were significant, but only three in the predicted direction. All three significant differences (in the predicted direction) were in the fourteen-year-old sample. They were: (a) Sentence Completion Positive Affect with both Prestige and Economic Returns, and (b) Story Completion Outcome Affect with Prestige. None of the Affect scales were correlated with the Total Extrinsic score. The hypothesis must be rejected.

Hypothesis 37b: The Occupational Values Extrinsic measures will be correlated positively with Sentence Completion Total Negative Affect measures.

For the fourteen correlations there were three which were significant, all for the fourteen-year-olds. Sentence Completion Total Negative Affect was positively related to Success, Prestige, and Economic Returns. The Total Extrinsic score correlated .15 with the Negative Affect score from the Sentence Completion for fourteen-year-olds, but was not significant for the ten-year-olds. The hypothesis received very weak support for the fourteen-year-old sample, but none for the ten-year-olds.

Hypothesis 38: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be positively related with the Sentence and Story Total Coping dimension measures.

For Occupational Aspiration there was only one correlation that was significant but it was a negative correlation with Persistence for fourteen-year-olds. For Occupational Expectation there was also a negative correlation with Persistence for fourteen-year-olds and a positive correlation for Engagement on the Sentence Completion for the ten-year-olds. The Educational Aspiration measure showed a negative correlation with Sentence Total Coping at age ten and a positive correlation with Story Stance at age ten. For the fourteen-year-olds there were negative correlations with Sentence Stance and Total Coping, and Story Implementation and Persistence. The hypothesis was not supported and must be rejected strongly for Educational Aspiration. One must question the meaning of the Persistence variable particularly in this instance. And additionally the relationship between overall Coping styles and Occupational and Educational Aspirations should be questioned.

Hypothesis 39a: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be positively related with the SAI Coping measures.

There were no negative correlations (which one predicted) in these comparisons. For fourteen-year-olds there was a .11 correlation between Occupational Aspiration and Passive Coping and a .10 correlation between Educational Aspiration and Passive Coping. The hypothesis must be rejected.

Hypothesis 39b: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the SAI Defensive measures.

The Occupational Aspiration measure was not correlated with Active Defense behavior for either age group. And for age ten, the Active Defense scale and Occupational Expectation were not related. However, all other comparisons were significant and positive. Inasmuch as the Aspiration scales were reversed, that is, the higher the number the lower the aspiration or expectation, the direction of the correlations in these comparisons made sense. Defensiveness and particularly passivity as it interacts with defensiveness were highly related with lower aspirations and expectations in the occupational and educational areas for both ten- and fourteen-year-olds. Thus, the hypothesis was essentially confirmed.

Hypothesis 40: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be positively related with the two Story Total Affect measures and the Sentence Total Positive Affect measures; and negatively related with the Sentence Total Negative Affect measures.

There were no significant correlations. Therefore the hypothesis must be rejected.

Hypothesis 60: There will be a positive relationship among the Parent-Child Interaction items.

When one considers only those correlations between scales which contained no overlapping items (Self-Image with Parent-Child Interaction and Mother Interaction with Father Interaction), then none of the correlations were significant for the Chicago sample. Thus, the hypothesis must be totally rejected at both age levels.

Hypothesis 61a: There will be a positive relationship between the Parent-Child Interaction items of the Sentence Completion and the Authority Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion instrument.

Of the forty correlations, ten were significant, five for each age group. Both age groups had significant correlations for Authority Attitude with both Father and Mother Interaction. Authority Attitude also was correlated with Self-image for the fourteen-year-olds and with the Parent-Child Interaction item for the ten-year-olds. The ten-year-olds also showed significant correlations between Authority Engagement and both Self-Image and Mother Interaction. The fourteen-year-olds showed significant correlations between Authority Positive Affect with both Parent-Child Interaction and Father Interaction. The correlations ranged from .10 to .15. It would appear that the hypothesis was not generally supported but that Authority Attitude was related to the Parent-Child Interaction items.

Hypothesis 61b: There will be a negative relationship between the Parent-Child Interaction items of the Sentence Completion and the Authority Negative Affect measure.

None of the correlations with the Authority Negative Affect measure were significant and the hypothesis was not supported.

Hypothesis 62a: There will be a positive relationship between the Parent-Child Interaction items of the Sentence Completion and the Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion instrument.

Of the forty correlations examined eight were significant, four for each age group. The Total Attitude measure was correlated with all four Parent-Child Interaction items at age fourteen and with the Parent-Child Interaction and the Interaction with Father variables at age ten. The ten-year-olds also showed significant correlations between the Total Coping Effectiveness score and both the Self-Image and Interaction with Father items. The hypothesis was not confirmed for all variables; rather the Attitude variables were strongly related to the Parent-Child Interaction items and the Coping Effectiveness variable was related to a slight degree at age ten.

Hypothesis 62b: There will be a negative relationship between the Parent-Child Interaction items of the Sentence Completion and the Total Negative Affect measure of the Sentence Completion.

None of the correlations with the Total Negative Affect variable were significant and the hypothesis was therefore rejected.

Hypothesis 63: There will be a positive relationship between the Parent-Child Interaction scores of the Sentence Completion and the Story Completion Coping Effectiveness scores for the two Authority stories.

None of these correlations were significant and the hypothesis was rejected.

Hypothesis 64: There will be a positive relationship between the Parent-Child Interaction scores of the Sentence Completion and the Attitude Toward Authority measures of the Story Completion.

None of these correlations were significant, and the hypothesis was rejected.

Hypothesis 65: There will be a positive relationship between the Parent-Child Interaction items of the Sentence Completion and the Total Coping Style, Coping Effectiveness, and Positive Affect scale scores of the Story Completion instrument.

Of the sixty-four correlations eleven were significant, seven for the ten-year-olds and four for the fourteen-year-olds. Both age groups showed significant correlations between the Total Stance score and both Self-Image and Interaction with Mother. The fourteen-year-olds also showed significant correlations between Interaction with Mother and both Total Problem Affect and Total Coping Effectiveness. The ten-year-olds showed significant correlations of (a) Self-Image with Total Engagement, and Total Implementation, and (b) Interaction with Father with Engagement, Implementation and Total Outcome Affect. The hypothesis should be rejected for the fourteen-year-old sample, and there was very little support at age ten. It would appear that the general constellation of attitudes toward parents and toward the self in relation to the parent was more closely related to Coping Style for ten-year-olds than for fourteen-year-olds. Certainly there is ample evidence and conjectire to the effect that parental influence declines with the onset of adolescence, and this data may be confirming this.

Hypothesis 66a: There will be a positive relationship between the Parent-Child Interaction items of the Sentence Completion and the Active and Passive Coping scores from the Social Attitudes Inventory.

There were only three significant correlations of the sixteen between Parent-Child Interaction items and the SAI Coping scores. These three were all for fourteen-year-olds between the Total Passive Coping score and the Parent-Child Interaction and the Mother and Father Interaction items. The hypothesis was not confirmed. Rather it would appear that these may be correlations indicative of a compliance or yea-sayers tendency. That is, those who would say that they cope passively may in fact do so and would also be very good and either say, or in fact have, good relations with their parents.

Hypothesis 66b: There will be a negative relationship between the Parent-Child Interaction items of the Sentence Completion and the Active and Passive Defensive scores from the Social Attitudes Inventory.

None of these correlations were significant and the hypothesis was rejected.

Hypothesis 67: There will be a positive relationship between the Father-Child Interaction item from the Sentence Completion and the Occupational Value: "Follow Father."

This correlation was not significant, and the hypothesis was rejected.

Hypothesis 68: There will be a positive relationship between the Parent-Child Interaction items of the Sentence Completion and the Intrinsic Occupational Values.

Of sixty-four correlations only five were significant, four for ten-year-olds, and one at age fourteen. The fourteen-year-old correlation was between Parent-Child Interaction and Altruism. The ten-year-old correlations were between (a) Self-Image and Esthetics (-.13), (b) Mother Interaction and Esthetics (-.11), and (c) between Management and Parent-Child Interaction and Interaction with Father (both .14). There were no significant correlations with the Total Intrinsic score. The hypothesis was rejected. The negative correlations for the ten-year-olds with Esthetics are intriguing and may indicate a feeling of detachment inherent in Esthetics which did not relate to the more direct feelings about oneself and dealing with one's mother.

Hypothesis 69: There will be a negative relationship between the Parent-Child Interaction items of the Sentence Completion and the Extrinsic Occupational Values.

There was one significant correlation (-.13) between Prestige and Parent-Child Interaction for the ten-year-olds. The hypothesis was clearly rejected.

Hypothesis 70a: There will be a negative relationship between the Father-Child Interaction item and the discrepancy scores for: (a) Father's Occupation-Child's Aspiration, and (b) Father's Aspiration for Child-Child's Aspiration.

There were no significant correlations among these father-related items. Thus, the hypothesis was rejected.

Hypothesis 70b: There will be a negative relationship between the Mother-Child Interaction and the discrepancy score for Mother's Aspiration for Child-Child's Aspiration.

This correlation was not significant and the hypothesis was rejected.

PREDICTOR-CRITERION CORRELATIONS

Hypothesis 41: There will be positive relationships between the Aptitude variable and the Achievement variables.

The Mathematics and Reading Achievement by Aptitude correlations were significant but were much higher for the ten-year-olds than for the fourteen-year-olds (.61 and .58 for age ten, and .13 and .27 for age fourteen). The GPA by Aptitude correlations were significant (.38 for age ten and .43 for age fourteen). The total Peer BRS was not correlated significantly at age ten and was only .10 for age fourteen. The hypothesis was confirmed but differentially by age and by achievement measure.

Hypothesis 42: There will be positive relationships between the Intrinsic Occupational Values and the Criterion measures.

Of sixty-four correlations twenty-seven were significant, but five were negative. Fourteen were significant for the ten-year-olds and thirteen were significant for the fourteen-year-olds. For both age groups the correlations were significant between: (a) Reading Achievement with Altruism, Independence and Self-Satisfaction; (b) GPA with Independence, Self-Satisfaction and Intellectual Stimulation; and (c) Peer BRS with Altruism, Self-Satisfaction and Intellectual Stimulation.

Ten-year-olds additionally showed correlations between: (a) Mathematics with both Independence (positive) and Management (negative); (b) Variety with Mathematics Achievement, Reading Achievement and GPA (all negative). For fourteen-year-olds, there were significant correlations between: (a) Altruism with GPA and Mathematics Achievement;

(b) Self-Satisfaction and Arithmetic Achievement; and (c) a negative correlation between Creativity and the Peer BRS.

The Total Intrinsic score was correlated significantly with all of the Criterion measures for the fourteen-year-olds, but only for Peer BRS for the ten-year-olds. The range of correlations overall was between .10 and .30. The hypothesis was moderately confirmed but with some real variation. Altruism and Self-Satisfaction were strongly related to the Criterion measures for fourteen-year-olds and fairly strong in some Criterion areas for the ten-year-olds. For ten-yearols Variety was negatively related to Achievement. And there was a most interesting correlation for the fourteen-year-olds, valuing and presumably acting on the value of Creativity which was negatively related to Peer BRS.

Although the hypothesis was not rejected there was a good deal of difference between the age groups and between the various values within the Intrinsic category. Certain values related more to achievement at certain ages than did others, and some of these relationships were negative.

Hypothesis 43: There will be negative relationships between the Extrinsic Occupational Values and Criterion measures.

Of fifty-six correlations nineteen were significant, but four were positive. Six significant correlations were in the ten-year-old sample and thirteen were in the fourteen-year-old sample. Five of the ten-year-old correlations were between Peer BRS and the values: Success, Prestige, Economic Returns, and Follow Father (all negative), and with Security (positive). For the fourteen-year-olds all correlations of Prestige and Economic Returns with the Criterion measures were negative and significant. The Extrinsic Total Value score showed the same pattern as did the Intrinsic Total. That is, for the fourteen-year-olds, all correlations were significant in the expected direction (in this case negative), while for the ten-year-olds, only the BRS correlation was significant.

It should be noted that for age fourteen there were positive relations between Associates and both Mathematics Achievement and BRS. The same type of summary should be presented for the Extrinsic as for the Intrinsic analysis. There were large differences in the meanings of the values and in the meaning of the BRS for the two age groups. So that, although the hypothesis was to a moderate degree confirmed, it was not unconditionally so.

Hypothesis 44: There will be positive relationships between the status levels of Occupational Aspiration, Occupational Expectation, and Educational Aspiration and the Criterion measures.

Twenty-two of the twenty-four correlations for this hypothesis were significant. All correlations were negative. There was no significant correlation for the fourteen-year-olds between Mathematics with Occupational Aspiration, and for the ten-year-olds for BRS with Occupational Aspiration. The correlations ranged from -.11 to -.39. Reading Achievement showed the highest correlations for ten-year-olds with the Occupational measures. Reading Achievement and GPA showed the highest correlations for the fourteen-year-olds with Educational Aspiration.

The hypothesis was accepted. Due to the reverse order of the Occupational and Educational scales so that the higher the number the lower the status level the hypothesis should have expected negative relationships.

Hypothesis 45: There will be negative relationships between the Occupational Interest Discrepancy score and the Criterion measures.

This hypothesis was not confirmed. For the discrepancy of Subject's Expectation less his Aspiration there were no significant correlations for the ten-year-olds and all of the correlations for the fourteen-year-olds were negative. For Father's Job Less Subject's Aspiration, the ten-year-olds had negative correlations with Mathematics, Reading Achievement and for GPA, where the fourteen-year-olds were also correlated negatively. Both of these sets of correlations seemed to imply that rather than the discrepancy score indicating a realistic appraisal the opposite was true. The greater the discrepancy the lower the Achievement score and vice versa. For the two discrepancies dealing with Parental Aspiration for Subject there were ten-year-old correlations of Mathematics Achievement with Father Aspiration (negative), and for Reading Achievement with Mother's Aspiration Discrepancy score (positive), and for the fourteen-year-olds, two negative correlations occurred between Mother's Aspiration Discrepancy and both Mathematics and Reading Achievement. All in all it would appear that the discrepancy scores did not relate to Achievement. If it were assumed that Achievement was a real predictor then the discrepancy scores were not realistic appraisals for these subjects.

Hypothesis 46a: There will be a positive relationship between the SAI Active and Passive Coping measures and the Criterion measures.

This hypothesis was not confirmed. There were only two significant correlations, both in the negative direction. For both age groups there was a negative correlation between Reading Achievement and Passive Coping.

Hypothesis 46b: There will be a negative relationship between the SAI Active and Passive Defensive measures and the Criterion measures.

There were significant negative correlations for all comparisons except for that between Passive Defense and GPA in the ten-year-old sample. The correlations ranged from .10 to .27 and in all comparisons the fourteen-year-olds' correlations were higher than those for the ten-year-olds.

This and the last hypothesis seemed to indicate that for both age groups Defensive behavior and possibly also pure Passive behavior was correlated negatively with Achievement, even if pure Active Coping did not correlate positively with Achievement.

Hypotheses 47-49: There will be a positive relationship between the Criterion measures and the Sentence Completion Coping Style variables in the different areas of behavior.

Stance

This hypothesis was totally rejected for the ten-year-olds where there was only one significant correlation in twenty. However, it was supported for the fourteen-year-olds where there were fifteen significant correlations out of twenty. There were no correlations for the Anxiety area, and the fourteen-year-olds did not show a significant correlation between Stance in the Task Achievement area and the Reading Achievement score.

On the Total Stance score there were significant correlations for the fourteen-year-olds for all Achievement scores and none for the ten-year-olds. The correlations ranged between .11 and .30. The highest (.30) was between the Total Stance score and GPA, followed by Authority Stance with GPA (.28), both at age fourteen.

Engagement

Of the forty correlations five were significant, but one was negative for the ten-year-olds. That was between Reading Achievement and Engagement with Authority. The fourteen-year-olds' correlations were between: (a) Engagement in the Authority area with Mathematics Achievement and GPA, and (b) Engagement in the Interpersonal Relations area with Reading Achievement and the BRS. There was a negative correlation for the ten-year-olds between the Total Engagement score and Mathematics Achievement, and positive correlations for the fourteen-year-olds between the Total Engagement score and both Mathematics Achievement and GPA.

Overall the hypothesis was not confirmed. There would appear to be some relationship between the Engagement variable and Mathematics Achievement and GPA for the fourteen-year-olds. Possibly here there is a growing ability to deal with these two areas.

Coping Effectiveness

Of the forty correlations seventeen were significant. Three were for ten-year-olds. These were: (a) between GPA and Aggression Coping Effectiveness; (b) Task Achievement and Reading Achievement, and (c) between Peer BRS and Interpersonal Relations Coping Effectiveness. For the fourteen-year-olds the Aggression Coping score was correlated with GPA and the BRS. The Interpersonal Relations, Authority and Task Achievement Coping scores were correlated with all four Criterion measures. The Coping scores for Anxiety did not correlated significantly for either age group. These correlations ranged from .10 to .31. The highest (.31) was between Authority Coping Effectiveness and GPA at age fourteen.

The Total Coping Effectiveness score was correlated with all Criterion measures for the fourteen-year-olds, and for Reading Achievement and the BRS at a much lower level for the ten-year-olds. The ten-year-olds' Total correlation scores were .11 and .13, while the fourteen-year-olds' scores ranged from .22 to .34.

The hypothesis was confirmed for the fourteen-year-olds but not for ten-year-olds.

Hypothesis 50: There will be a positive relationship between the Sentence Completion Attitude measures and the Criterion measures.

Of the twenty-four correlations twelve were significant, but one was in the negative direction. The ten-year-olds showed three correlations that were significant and the fourteen-year-olds showed nine. For age ten the Attitude Toward Authority variable correlated negatively with Reading Achievement and positively with the BRS, while the Task Achievement Attitude measure correlated positively with the BRS. For age fourteen, Interpersonal Relations Attitude was correlated with GPA and the BRS. Authority Attitude was correlated with all but Reading Achievement, and Task Achievement Attitude was correlated with all of the Criterion measures. These correlations ranged from .10 to .33. The highest (.33) was between Task Achievement Attitude and the BRS at age fourteen.

The Total Attitude variable for age ten was correlated only with the BRS, while for the fourteen-year-olds it was correlated with Mathematics Achievement, GPA and the BRS. The hypothesis was confirmed for the fourteen-year-old sample, but not for the ten-year-old sample. It is interesting that the highest Total correlations were for the ten-year-olds with BRS. This was also true for the fourteen-year-old sample (.33). Either the Sentence Completion Attitude measures were more sensitive to social attitudes or the subjects were, which certainly fits our emerging picture of the ten-year-old.

Hypothesis 51a: There will be a positive relationship between the Sentence Completion Positive Affect variables and the Criterion variables.

Of the twenty-four correlations seven were significant. One significant correlation was for the fourteen-year-olds (.10) between Positive Affect in the Authority area and Mathematics Achievement. All otherswere between the Positive Affect variable in the Task Achievement area and Mathematics Achievement, Reading and GPA for the ten-year-olds, and Reading Achievement, GPA and the BRS for the fourteen-year-olds. The correlations range from .10 to .21. The Total Positive Affect correlation was the same pattern by age as for the Task Achievement area. The hypothesis was moderately supported, primarily with regard to the relationship between Task Achievement Affect and the Criterion measures.

Hypothesis 51b: There will be a negative relationship between the Sentence Completion Negative Affect variables and the Criterion measures.

There were no significant correlations among the Negative Affect variables for the ten-year-olds. For the fourteen-year-olds there were no significant correlations for the Task Achievement area, but there were significant relationships between Negative Affect in the Aggression and Authority areas with Mathematics Achievement, GPA, and the BRS. In the Interpersonal Relations area all correlations with the Criterion variables were significant. The Total Negative Affect score correlated negatively with all the Criterion variables at age fourteen. The correlations ranged between -.10 and -.17. The highest (-.17) was between the Total Negative Affect score and Mathematics Achievement at age fourteen. The hypothesis was rather strongly confirmed for the fourteen-year-olds, but not at all for the ten-year-olds.

Hypotheses 52 - 56: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimensions.

Engagement

Of the fifty-six correlations ten were significant, only one of which was for the ten-year-olds; that between the Academic Task Achievement Engagement score and GPA. The following correlations were significant in the fourteen-year-old sample only: (a) Mathematics Achievement with Story Four Interpersonal Relations and Academic Task Achievement; (b) Reading Achievement with Anxiety and Story Seven Interpersonal Relations; (c) GPA with Anxiety, Story Seven Interpersonal Relations, and both Academic and Nonacademic Task Achievement; and (d) the Peer BRS Summary score with Aggression.

The Total Engagement score was indicative of the situation regarding Engagement, in that it was correlated with Mathematics Achievement (.14), with GPA (.20), and with the BRS (.12) for the fourteen-year-olds and not at all at age ten. The hypothesis was weakly confirmed for fourteen-year-olds, but must be rejected for the ten-year-old sample.

Initiation

Of the sixty-four correlations thirteen were significant. Only one was found in the ten-year-old sample: that between the Authority (Story Ten) area and the BRS. The significant correlations for the fourteen-year-olds were spread among the behavior areas with Authority and Interpersonal Relations (Story Seven) being correlated with three Criterion measures each.

The Aggression Story was significantly correlated with both GPA and the BRS Summary score. Nonacademic Task Achievement was significantly related to Mathematics Achievement and GPA. And, finally, there was a significant relationship between: (a) Academic Task Achievement and GPA, and (b) Mother's Authority and the Peer BRS Summary score.

The Total scores were significant only for the fourteen-year-olds with Mathematics Achievement, GPA, and the BRS. The highest correlation was .22 between Total Initiation and GPA. The hypothesis received moderate support for the fourteen-year-olds, but was not supported at age ten.

Implementation

Of the fifty-six correlations fourteen were significant, three for the ten-year-olds and eleven for the fourteen-year-olds. The significant ten-year-olds' correlations were: (a) Peer BRS Summary score with Aggression and Story Four Interpersonal Relations; and (b) GPA with Story Four Interpersonal Relations. The fourteen-year-olds' correlations were among all the areas except Anxiety, for which there were none, and the most consistent was the Academic Task Achievement area which was correlated significantly with all Criterion variabless. Other significant correlations in the fourteen-year-old sample were: (a) Mathematics Achievement with the Aggression story; (b) Mother's Authority with GPA; (c) Story Seven Interpersonal Relations with both Reading Achievement and GPA; and (d) Nonacademic Task Achievement with GPA.

The Total Implementation score showed significant correlations for the ten-year-olds with GPA and the BRS; and for fourteen-year-olds with all four Criterion variables. The hypothesis was moderately confirmed for the fourteen-year-old sample, but not confirmed for the ten-year-old sample.

Persistence

Of the sixty-four correlations only ten were significant, one of which was in the ten-year-old sample: that between Persistence in the Mother Authority situations and the BRS. The following relationships were significant at age fourteen: (a) Mathematics Achievement with Nonacademic Task Achievement; (b) Reading Achievement with Story Seven Interpersonal Relations; (c) GPA with Stories Four and Seven Interpersonal Relations, both measures of Academic Task Achievement Persistence, and Nonacademic Task Achievement; and (d) the Peer BRS Summary score with both Aggression and Story Seven Interpersonal Relations.

The Total Persistence score bore this out: it was correlated .23 with GPA and .18 with BRS. The hypothesis is only very weakly confirmed for GPA and the BRS for the fourteen-year-olds, and not at all for the ten-year-olds.

Coping Effectiveness

Of the sixty-four correlations sixteen were significant; two for the ten-year-olds and fourteen for the fourteen-year-olds. The ten-year-old correlations were between Coping in the Authority area (Mother) and both GPA and the BRS. The fourteen-year-olds' correlation were found in all areas with the strongest ones in the Authority and Interpersonal Relations areas.

The following correlations were significant in the fourteen-year-old sample: (a) Mathematics Achievement with Aggression, Father's Authority, Interpersonal Relations (Story Four) and Nonacademic Task Achievement; (b) Reading Achievement with Story Seven Interpersonal Relations; (c) GPA with Anxiety, Mother and Father Authority, Story Seven Interpersonal Relations, and Academic Task Achievement; and (d) Peer BRS Summary score with Aggression, Father and Mother Authority, and Story Seven Interpersonal Relations. The correlations ranged between .10 and .21. The highest (.21) was between the Coping Effectiveness Total Score and GPA at age fourteen.

The Total Coping Effectiveness scores were correlated in the ten-year-old sample only with the BRS; but for fourteen-year-olds with Mathematics Achievement, GPA and the BRS. The hypothesis received moderate support at age fourteen but must be rejected for the ten-year-olds.

Hypotheses 57 - 58: There will be a positive relationship between the Criterion measures and the Story Completion Affect dimensions.

Problem Affect

Of the sixty-four correlations sixteen were significant, but thirteen were in the negative direction. There were three negative correlations for the ten-year-olds. The following correlations were positive for the fourteen-year-olds: Authority (Fathers) with Mathematics Achievement, GPA and BRS. Also significant, but in the negative direction, were the following fourteen-year-old correlations: (a) Aggression with Reading Achievement; (b) Anxiety with Mathematics Achievement and the Peer BRS Summary score; (c) Mother's Authority with Reading Achievement; (d) Story Seven Interpersonal Relations with Reading Achievement, GPA, and the Peer BRS Summary score; and (e) Academic Task Achievement with Reading Achievement and GPA.

There were no significant correlations with the Total Problem Affect score. The hypothesis must be rejected and one should consider the possibility that the amount of Affect related to a problem expressed by a subject may be negatively related to the Criterion.

Outcome Affect

Of the sixty-four correlations only nine were significant, five at age ten and four at age fourteen. Interestingly there were no significant correlations with the Reading Achievement scores. Significant at both age levels were the correlations between Anxiety and the Peer BRS Summary score. Significant at age ten only were the following relationships: (a) Anxiety with GPA; (b) Mother's Authority with GPA and the Peer BRS Summary score; and (c) Story Four Interpersonal Relations with Reading Achievement. Significant at age fourteen only were the following relationships: (a) Father's Authority with Mathematics Achievement; (b) Story Four Interpersonal Relations with the Peer BRS Summary score; and (c) Academic Task Achievement with GPA.

Although the ten-year-olds showed more individual correlations, the Total Outcome Affect scores for the ten-year-olds were significant only with GPA; while for fourteen-year-olds they were significant with Mathematics Achievement, GPA and the BRS, albeit at low levels (.10 to .12). The hypothesis should be rejected for both age groups.

PREDICTOR-CRITERION CORRELATIONS

Hypothesis 71: There will be a positive relationship between the Parent-Child Interaction items of the Sentence Completion and the Aptitude and Achievement measures.

The Parent-Child Interaction item was correlated negatively with Aptitude and with Mathematics Achievement for the ten-year-olds, and the Self-Image item correlated positively with Mathematics Achievement and Reading Achievement at age ten. There were no significant correlations for the fourteen-year-olds. The hypothesis was rejected.

Hypothesis 72: There will be a positive relationship between the Parent-Child Interaction items of the Sentence Completion and both the Peer BRS Authority item and the Peer BRS Summary score.

None of these correlations were significant, and the hypothesis was rejected

Hypothesis 73: There will be a positive relationship between the Parent-Child Interaction items of the Sentence Completion and both the Self-Rating Authority score and the Summary score

Of the sixteen correlations three were significant: (a) Summary score with Parent-Child Interaction and with Interaction with Mother at age ten and (b) Authority with Mother-Interaction at age fourteen.

FIGURE 3
CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 1: There will be positive relationships among the achievement criterion measures

INSTRUMENTS: Math-Reading-Grade Point Average
VARIABLES: Same

	2		3		4	
	MATH		READING		G.P.A.	
	10	14	10	14	10	14
2 MATH			.63	.54	.50	.66
3 READING	.63	.54			.55	.64
4 GRADE POINT AVERAGE	.50	.66	.55	.64		

HYPOTHESIS 2: There will be positive relationships among the achievement and the Peer BRS criterion measures.

INSTRUMENTS: Math-Reading-Grade Point Average Peer BRS
VARIABLES: Same

	5		6		7		8		9		10		11		12	
	BRS 1		BRS 2		BRS 3		BRS 4		BRS 5		BRS 6		BRS 7		BRS 1 - 4	
	TA - A		TA - NA		AUTHORITY		IPR		ANXIETY		AGGRESSION		AGGRESSION		TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	.29	.38	.20	.27	.21	.30	.23	.30	.25	.24			.23	.23	.26	.35
3 READING	.31	.36	.22	.27	.18	.24	.22	.27	.23	.18	.12		.25	.21	.26	.32
4 GRADE POINT AVERAGE	.65	.60	.43.	.40	.54	.48	.53	.50	.49	.31			.49	.37	.60	.55

HYPOTHESIS 3: There will be positive relationships among the intrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Intrinsic Values

	21		22		23		24		26		27		28		34	
	OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.	
	ALTRUISM		ESTHETICS		INDEPEN.		MANAGEMENT		SELF-SATIS		INTEL.STIM		CREATIVITY		VARIETY	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
21 ALTRUISM			-.14	-.14	-.13	-.20	.28	.26	.20	.38	.28	.28	-.16	-.25	.10	.11
22 ESTHETICS	-.14	-.14					-.22	-.18	-.16	-.20	-.16	-.11				-.10
23 INDEPENDENCE	-.13	-.21					-.16	-.15		-.14	-.26	-.10	-.17	-.10	-.18	
24 MANAGEMENT	.28	.26	-.22	-.18	-.16	-.15								-.10		
26 SELF-SATISFACTION	.20	.38	-.16	-.20		-.14					.15	.17	-.22	-.19		
27 INTELLECTUAL STIMULATION	.28	.28	-.16	-.11	-.26	-.10				.17			.14		.35	.52
28 CREATIVITY	-.16	-.25			-.17	-.10		-.10		-.19	.14					
34 VARIETY	.10	.11		-.10	-.18						.35	.52				
36 INTRINSIC TOTAL	.54	.53	.26	.22			.33	.30	.23	.31	.48	.59	.27	.19	.43	.49

HYPOTHESIS 4: There will be positive relationships among the extrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Extrinsic Values

	25		29		30		31		32		33		35	
	OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.	
	SUCCESS		SECURITY		PRESTIGE		ECON.RET.		SURROUND.		ASSOCIATES		FOL.FATHER	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14
25 SUCCESS			-.11	.11	.12	.12	.16	.24	-.15	-.15	-.19	-.19	-.14	
29 SECURITY	-.11	.11			-.14	-.23			.10	.23				
30 PRESTIGE	.12	.12	-.14	-.23			.31	.43	-.23	-.21	-.17	-.18	-.13	
31 ECONOMIC RETURNS	.16	.24			.31	.43						-.17		
32 SURROUNDINGS	-.15	-.15	.10	.23	-.23	-.21					.27	.31		-.12
33 ASSOCIATES	-.19	-.19			-.17	-.18		-.17	.27	.31			-.13	-.25
35 FOLLOW FATHER	-.14				-.13					-.12	-.13	-.25		
37 EXTRINSIC TOTAL	.27	.41	.27	.39	.38	.44	.61	.65	.29	.29	.17	.11	.39	.32

FIGURE 3

CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 5: There will be negative relationships among the intrinsic and extrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Intrinsic and Extrinsic Values

		21 OCC. VAL. ALTRUISM		22 OCC. VAL. ESTHETICS		23 OCC. VAL. INDEPEN.		24 OCC. VAL. MANAGEMENT		26 OCC. VAL. SELF-SATIS		27 OCC. VAL. INTEL.STIM		28 OCC. VAL. CREATIVITY		34 OCC. VAL. VARIETY		36 INTRINSIC TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
25	SUCCESS		-.16	-.19	-.22					-.10	-.15		-.21			-.16	-.27	-.27	-.41
29	SECURITY			-.15	-.15		-.14	-.15	-.16	.21			-.22	-.20	-.11		-.27	-.27	-.39
30	PRESTIGE	-.32	-.35	.12	.10			-.20	-.12	-.31	-.39	-.31	-.41		.13	-.27	-.24	-.38	-.44
31	ECONOMIC RETURNS	-.40	-.51					-.16	-.12	-.25	-.35	-.37	-.41	-.19		-.30	-.27	-.61	-.65
32	SURROUNDINGS	-.19		-.14				-.19	-.24	.13	.13		-.12	-.19	-.23			-.29	-.29
33	ASSOCIATES					.13			-.18	.11				-.31	-.27			-.17	-.11
35	FOLLOW FATHER	-.22	-.21	-.17	-.25	-.16				-.17	-.10	-.15	-.10			-.16		-.39	-.33
37	EXTRINSIC TOTAL	-.54	-.53	-.26	-.22			-.33	-.30	-.23	-.31	-.48	-.59	-.26	-.19	-.43	-.49	-.68	-1.0

HYPOTHESIS 6: There will be positive relationships among the status levels of occupational aspiration, occupational expectation, and educational aspiration measures.

INSTRUMENTS: Occupational Interests
VARIABLES: Occupational Aspiration, Occupational Expectation, & Educational Aspiration

		38* OCC. ASPIRATION		39* OCC. EXPECT.		109* ED. ASPIRATION	
		10	14	10	14	10	14
38	OCCUPATIONAL ASPIRATION			.59	.68	.22	.30
39	OCCUPATIONAL EXPECTATION	.59	.68			.21	.39
109	EDUCATIONAL ASPIRATION	.22	.30	.21	.39		

*Remember that these Variables are reversed. Thus, any correlations involving thes Variables if positive are actually negative correlations and if negative are actually positive correlations.

HYPOTHESIS 7: There will be positive relationships among the Occupational Interests discrepancy measures.

INSTRUMENTS: Occupational Interests
VARIABLES: Discrepancy Measures

		40 OCC.INT. EXP./ASP.		41 OCC.INT. F.OCC/ASP.		42 OCC.INT. F.ASP/ASP.		43 OCC.INT. M.ASP/ASP.	
		10	14	10	14	10	14	10	14
40	EXPECTATION/ ASPIRATION			.29	.38	.45	.38	.41	.29
41	FATHER OCC. ASPIRATION	.29	.38			.39	.37	.34	.31
42	FATHER ASP./ ASPIRATION	.45	.38	.39	.37			.60	.56
43	MOTHER ASP./ ASPIRATION	.41	.29	.34	.31	.60	.56		

HYPOTHESIS 8: There will be: (1) a positive relationship between the SAI active and passive coping measures, (2) a positive relationship between the SAI active and passive defensive measures, and (3) a negative relationship among the SAI coping and defensive measures.

INSTRUMENTS: Social Attitudes Inventory
VARIABLES: Active and Passive Coping and Defensive Measures

		44 SAI ACT. COP.		45 SAI PASS. COP.		46 SAI ACT. DEFEN		47 SAI PASS.DEFEN	
		10	14	10	14	10	14	10	14
44	ACTIVE COPING			.45	.22	-.10	-.13		
45	PASSIVE COPING	.45	.22			-.15	-.20		.10
46	ACTIVE DEFENSIVE	-.10	-.13	-.15	-.20			.29	.21
47	PASSIVE DEFENSIVE				.10	.29	.21		

HYPOTHESIS 9: There will be positive relationships among the measures of the same Sentence Completion coping style variables across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Stance

		48 STANCE AGGRESSION		54 STANCE AUTHORITY		60 STANCE ANXIETY		66 STANCE IPR		73 STANCE TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
48	AGGRESSION			.27	.24		.11		.12	.10	
54	AUTHORITY	.27	.24				.10	.11	.18	.15	.24
60	ANXIETY		.11		.10			.13	.13	.13	
66	INTERPERSONAL RELATIONS		.12	.11	.18	.13	.13				
73	TASK ACHIEVEMENT	.10		.15	.24	.13					
80	STANCE TOTAL	.41	.42	.63	.69	.49	.47	.46	.46	.62	.64

FIGURE 3
CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 10: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Engagement

		49 ENGAGEMENT AGGRESSION		55 ENGAGEMENT AUTHORITY		61 ENGAGEMENT ANXIETY		67 ENGAGEMENT IPR		74 ENGAGEMENT TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
49	AGGRESSION			.10				.11	.10		
55	AUTHORITY	.10						.13			
61	ANXIETY										
67	INTERPERSONAL RELATIONS	.11	.10	.13							
74	TASK ACHIEVEMENT										
81	ENGAGEMENT TOTAL	.28	.26	.48	.57	.49	.43	.55	.44	.59	.58

HYPOTHESIS 11: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Coping Effectiveness

		50 COP. EFF. AGGRESSION		56 COP. EFF. AUTHORITY		62 COP. EFF. ANXIETY		68 COP. EFF. IPR		75 COP. EFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
50	AGGRESSION			.20	.18	.10	.16	.30	.26	.11	.14
56	AUTHORITY	.20	.18			.10	.19	.44	.26	.25	.34
62	ANXIETY	.10	.16	.10	.19			.20	.24	.16	.21
68	INTERPERSONAL RELATIONS	.30	.26	.44	.26	.20	.24			.31	.26
75	TASK ACHIEVEMENT	.11	.14	.25	.34	.16	.21	.31	.26		
82	COPING EFF. TOTAL	.43	.43	.73	.74	.51	.56	.73	.62	.60	.66

HYPOTHESIS 12: There will be positive relationships among the Sentence Completion attitude measures across behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Attitude Measures

		53 ATTITUDE AUTHORITY		65 ATTITUDE IPR		72 ATTITUDE TASK ACH.	
		10	14	10	14	10	14
53	AUTHORITY			.39	.39	.29	.38
65	INTERPERSONAL RELATIONS	.39	.39			.22	.23
72	TASK ACHIEVEMENT	.29	.38	.22	.23		
79	ATTITUDE TOTAL	.76	.79	.74	.75	.69	.68

HYPOTHESIS 13: There will be positive relationships among measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Negative Affect

		51 NEG. AFF. AGGRESSION		57 NEG. AFF. AUTHORITY		69 NEG. AFF. IPR		76 NEG. AFF. TASK ACH.	
		10	14	10	14	10	14	10	14
51	AGGRESSION			.37	.33	.32	.31	.17	.16
57	AUTHORITY	.37	.33			.43	.42	.27	.34
69	INTERPERSONAL RELATIONS	.32	.31	.43	.42			.31	.28
76	TASK ACHIEVEMENT	.27	.16	.27	.34	.31	.28		
83	NEG. AFFECT TOTALS	.56	.54	.80	.80	.76	.76	.54	.55

HYPOTHESIS 14: There will be positive relationships among measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Positive Affect

		59 POS. AFF. AUTHORITY		71 POS. AFF. IPR		78 POS. AFF. TASK ACH.	
		10	14	10	14	10	14
59	AUTHORITY						
71	INTERPERSONAL RELATIONS						
78	TASK ACHIEVEMENT						
100	POS. AFF. TOTAL	.31	.18	.13	.14	.94	.96

FIGURE 3

CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 15: There will be a positive relationship between the total attitude measure and the total positive affect measure. There will be negative relationships between the total attitude measures and the total negative affect measure.

INSTRUMENTS: Sentence Completion
VARIABLES: Total Attitude and Affect Measures

		83 NEG. AFF. TOTAL		100 POS. AFF. TOTAL		79 ATTITUDE TOTAL	
		10	14	10	14	10	14
83	NEGATIVE AFF. TOTAL				-.24	-.25	-.15
100	POSITIVE AFF. TOTAL		-.24			.16	.24
79	ATTITUDE TOTAL	-.25	-.15	.16	.24		

HYPOTHESIS 16: There will be positive relationships among the total amount of positive affect and the total attitude measure with coping score totals. There will be negative relationships among the total amount of negative affect expressed and the total attitude mean with the coping score totals.

INSTRUMENTS: Sentence Completion
VARIABLES: Affect & Attitude by Coping Totals

		100 POSITIVE TOTAL		83 NEGATIVE TOTAL		79 ATTITUDE TOTAL	
		10	14	10	14	10	14
80	TOTAL STANCE		.31	-.51	-.54	.27	.28
81	ENGAGEMENT	-.16		-.41	-.33	.20	.21
82	COPING	.19	.37	-.76	-.76	.35	.35

HYPOTHESIS 17: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Engagement

		148 Story 8 AGGRESSION		154 Story 5 ANXIETY		137 Story 2 AUTHORITY		138 Story 10 AUTHORITY		125 Story 4 IPR		126 Story 7 IPR		111 Story 1 A - TA		119 Story 6 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
148	AGGRESSION				.13	.18	.22	.14	.13			.20	.18		.14	.10	.13
154	ANXIETY		.13				.12		.10		.16					.16	
137	AUTHORITY	.18	.22		.12				.23		.15	.17	.25	.10	.19		
138	AUTHORITY	.14	.13		.10		.23				.12	.14	.17				
125	INTERPERSONAL RELATIONS				.16		.15		.12			.14	.16	.16	.13	.18	.19
126	INTERPERSONAL RELATIONS	.20	.18			.17	.25	.14	.17	.14	.16			.12	.14	.16	.15
111	ACADEMIC TASK ACH.		.14			.10	.19			.16	.13	.12	.14			.10	.14
119	NONACADEMIC TASK ACH.	.10	.13	.16						.18	.19	.16	.15	.10	.14		
90	ENGAGEMENT TOTAL	.46	.50	.38	.46	.47	.56	.40	.49	.37	.48	.48	.51	.47	.46	.41	.42

HYPOTHESIS 18: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Initiation

		149 Story 8 AGGRESSION		155 Story 5 ANXIETY		139 Story 2 AUTHORITY		140 Story 10 AUTHORITY		127 Story 4 IPR		128 Story 7 IPR		112 Story 1 A - TA		120 Story 6 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
149	AGGRESSION					.16	.22	.12	.11			.16	.13		.12		.15
155	ANXIETY										.14	.12					
139	AUTHORITY	.16	.22						.21		.15	.17	.16		.17		
140	AUTHORITY	.12	.11				.21				.10	.13	.13		.13		.13
127	INTERPERSONAL RELATIONS				.14		.15		.10				.11	.20	.13	.27	.25
128	INTERPERSONAL RELATIONS	.16	.13	.12		.17	.16	.13	.13		.11				.14	.12	.13
112	ACADEMIC TASK ACH.		.12				.17		.13	.20	.13		.14				.11
120	NONACADEMIC TASK ACH.		.15						.13	.2[illegible]	.25	.12	.13		.11		
91	INITIATION TOTAL	.50	.52	.26	.28	.46	.57	.43	.50	.30	.45	.54	.51	.33	.41	.39	.46

FIGURE 3
CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 19: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Implementation

		150		156		141		129		130		113		121	
		Story 8		Story 5		Story 10		Story 4		Story 7		Story 1		Story 6	
		AGGRESSION		ANXIETY		AUTHORITY		IPR		IPR		A - TA		NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
150	AGGRESSION				.18	.23	.21			.21	.18		.17		
156	ANXIETY		.18					.25	.21		.12	.12			.20
141	AUTHORITY	.23	.21					.12		.10	.16	.13	.15		
129	INTERPERSONAL RELATIONS			.25	.21	.12					.18	.11	.15	.24	.26
130	INTERPERSONAL RELATIONS	.21	.18		.12	.10	.16		.18			.13			
113	ACADEMIC TASK ACH.		.17	.12		.13	.15	.11	.15	.13					
121	NONACADEMIC TASK ACH.				.20			.24	.26						
92	IMPLEMENTATION TOTAL	.47	.55	.38	.44	.45	.50	.37	.44	.48	.53	.52	.49	.39	.45

HYPOTHESIS 20: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Persistence

		153		159		146		135		136		116		117		124	
		Story 8		Story 5		Story 10		Story 4		Story 7		Story 1		Story 1		Story 6	
		AGGRESSION		ANXIETY		AUTHORITY		IPR		IPR		A - TA		A - TA		NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
153	AGGRESSION				.17	.11					.12				.11		.19
159	ANXIETY		.17					.16	.15		.15	.12					
146	AUTHORITY	.11						.10									
135	INTERPERSONAL RELATIONS			.16	.15	.10					.11		.11			.17	.26
136	INTERPERSONAL RELATIONS		.12		.15				.11								.14
116	ACADEMIC TASK ACH.			.12					.11					.51	.59	.20	.11
117	ACADEMIC TASK ACH.		.11									.51	.59			.12	.12
124	NONACADEMIC TASK ACH.		.19					.17	.26		.14	.20	.11	.12	.12		
95	PERSISTENCE TOTAL	.36	.45	.44	.44	.27	.38	.30	.41	.35	.43	.61	.54	.33	.35	.47	.55

HYPOTHESIS 21: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Coping Effectiveness

		107		104		102		108		103		106		101		105	
		Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6	
		AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
107	AGGRESSION				.19	.18	.26	.20	.27		.17	.21	.19		.19		.19
104	ANXIETY		.19						.13	.10	.15						
102	AUTHORITY	.18	.26						.26		.14	.15	.17		.23		
108	AUTHORITY	.20	.27		.13		.26				.12	.21	.22	.16	.17		.13
103	INTERPERSONAL RELATIONS		.17	.10	.15		.14		.12				.15	.12	.18		.19
106	INTERPERSONAL RELATIONS	.21	.19			.15	.17	.21	.22		.15			.21	.14		.16
101	ACADEMIC TASK ACH.		.19				.23	.16	.17	.12	.18	.21	.14			.13	.18
105	NONACADEMIC TASK ACH.		.19						.13		.19		.16	.13	.18		
96	COPING EFF. TOTAL	.45	.61	.36	.36	.37	.51	.45	.55	.31	.45	.51	.48	.55	.53	.35	.47

FIGURE 3
CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 22: There will be positive relationships among the measures of the same Story Completion affect dimension across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Problem Affect

		151		157		142		143		131		132		114		122	
		Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6	
		AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
151	AGGRESSION							.12				.15					.11
157	ANXIETY										.10	.11				.15	
142	AUTHORITY								.11								.13
143	AUTHORITY	.12					.11						.11			.15	
131	INTERPERSONAL RELATIONS				.10												
132	INTERPERSONAL RELATIONS	.15		.11					.11							.12	
114	ACADEMIC TASK ACH.																.12
122	NONACADEMIC TASK ACH.		.11	.15			.13	.15				.12			.12		
93	PROBLEM AFF. TOTAL	.33	.27	.48	.48	.23	.41	.36	.43	.22	.33	.37	.32	.26	.35	.40	.45

HYPOTHESIS 23: There will be positive relationships among the measures of the same Story Completion affect dimension across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Outcome Affect

		152		158		144		145		133		134		115		123	
		Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6	
		AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
152	AGGRESSION			.17			.15					.11	.15		.17		
158	ANXIETY	.17												.17	.12	.10	
144	AUTHORITY		.15									.17			.14		
145	AUTHORITY																
133	INTERPERSONAL RELATIONS													.11			.17
134	INTERPERSONAL RELATIONS	.11	.15			.17								.10			
115	ACADEMIC TASK ACH.		.17	.17	.12		.14			.11		.10				.15	
123	NONACADEMIC TASK ACH.			.10							.17			.15			
94	OUTCOME AFF. TOTAL	.23	.38	.31	.22	.46	.43	.22	.16	.42	.43	.30	.32	.39	.41	.31	.43

HYPOTHESIS 24: There will be positive relationships among the Story Completion total affect measure and the total coping style measures.

INSTRUMENTS: Story Completion
VARIABLES: Affect Measures by Coping Style Measures

		90		91		92		95		96	
		ENGAGEMENT TOTAL		INITIATION TOTAL		IMPLEMENT. TOTAL		PERSIST. TOTAL		COPING EFF TOTAL	
		10	14	10	14	10	14	10	14	10	14
93	PROBLEM AFF.	.48	.31	.33	.32	.36	.21	.35	.18	.49	.35
94	OUTCOME AFF.	.43	.54	.32	.50	.33	.44	.27	.40	.52	.62

HYPOTHESIS 25: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Engagement by Engagement

		148		154		137		138		125		126		111		119		90	
		Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		ENGAGEMENT	
		AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
49	AGGRESSION			-.14	.12			.11	-.12		.11	.13							
55	AUTHORITY									.20		.11	.10					.13	.11
61	ANXIETY				.16														
67	INTERPERSONAL RELATIONS		.10									.14	.11					.13	
74	TASK ACHIEVEMENT																		
81	ENGAGEMENT TOTAL		.13		.13						.11	.20						.16	.16

FIGURE 3
CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 26: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion

VARIABLES: Coping Effectiveness by Coping Effectiveness

	107		104		102		108		103		106		101		105		96	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		COPING EFF	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	1	14	10	14	10	14
50 AGGRESSION							.14				.18						.14	.10
56 AUTHORITY		.16				.12		.14				.16		.10				.20
62 ANXIETY		.11		.13									.11				.15	.16
68 INTERPERSONAL RELATIONS		.20		.13		.13		.21		.12		.18		.12				.27
75 TASK ACHIEVEMENT		.12	.12			.14		.24			.11			.16			.12	.23
82 COPING EFF. TOTAL		.23		.15		.16		.24		.12	.14	.17		.17			.15	.32

HYPOTHESIS 27: The Story Completion affect measures will be positively related to the Sentence Completion affect measures and negatively related to the Sentence Completion negative affect measures of the same behavior area.

INSTRUMENTS: Sentence and Story Completion

VARIABLES: Story Problem Affect and Sentence Positive and Negative

	151		157		142		143		131		132		114		122		93	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		PROB. AFF.	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
51 NEG. AFF. AGGRESSION	-.12		-.10				-.12										-.12	
57 NEG. AFF. AUTHORITY								-.11										
63 NEG. AFF. ANXIETY			-.12				-.10								-.17		-.18	
69 NEG. AFF. IPR						-.11		-.13										-.10
76 NEG. AFF. TASK ACH.										.12								
83 NEG. AFF. TOTAL								-.12									-.11	
59 POS. AFF. AUTHORITY				.12														.10
71 POS. AFF. IPR							-.10		-.13									
78 POS. AFF. TASK ACH.						.13			-.11	-.14								
100 POS. AFF. TOTAL						.14			-.14	-.14								

HYPOTHESIS 28: The Story Completion affect measures will be positively related to the Sentence Completion affect measures and negatively related to the Sentence Completion negative measures of the same behavior area.

INSTRUMENTS: Sentence and Story Completion

VARIABLES: Story Outcome Affect and Sentence Positive and Negative

	152		158		144		145		133		134		115		123		94	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		OUTCOME AF	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
51 NEG. AFF. AGGRESSION	-.15					-.12					-.10							
57 NEG. AFF. AUTHORITY						-.14												
63 NEG. AFF. ANXIETY															.11			
69 NEG. AFF. IPR			-.11			-.17	-.12	-.11										-.17
76 NEG. AFF. TASK ACH.															-.12			
83 NEG. AFF. TOTAL						-.18					-.12							-.12
59 POS. AFF. AUTHORITY	-.13	.13					.12			.18				.16				.11
71 POS. AFF. IPR																		
78 POS. AFF. TASK ACH.																		.11
100 POS. AFF. TOTAL		.11												.12				.14

FIGURE 3

CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 29: The Sentence and Story Completion total measures of coping style dimension will be positively related to the SAI coping measures and negatively related to the SAI defensive measures.

INSTRUMENTS: Sentence Completion and SAI

VARIABLES: Sentence Total Coping Styles by SAI Coping and Defensive Variables

		80		81		82	
		TOTAL STANCE		TOTAL ENGAGEMENT		TOTAL COPING	
	SAI	10	14	10	14	10	14
44	ACTIVE COPING	.10	.16	.11	.12	.15	.20
45	PASSIVE COPING	.14	.13	.13	.17	.17	.17
46	ACTIVE DEFENSE		-.33		-.21	-.23	-.41
47	PASSIVE DEFENSE	-.11	-.16		-.13	-.14	-.13

HYPOTHESIS 30: The Sentence and Story Completion total measures of coping style dimension will be positively related to the SAI coping measures and negatively related to the SAI defensive measures.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Total Coping Styles by Coping and Defensive Variables

		89		90		91		92		95		96	
		TOTAL STANCE		TOTAL ENGAGEMENT		TOTAL INITIATION		TOTAL IMPLEMENT.		TOTAL PERSIS.		TOTAL COPING	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14
44	ACTIVE COPING		.11	.12	.15		.16	.15	.16			.11	.17
45	PASSIVE COPING		.20		.18		.13						.22
46	ACTIVE DEFENSE		-.15	-.14	-.23	-.15	-.17	-.18	-.15	-.13	-.16	-.19	-.26
47	PASSIVE DEFENSE		.12										

HYPOTHESIS 31: The SAI coping scores will be positively related with the Story Completion total affect measures, positively related with the Sentence Completion total positive affect measure, and negatively related with the Sentence Completion total negative affect measures.
The SAI defensive scores will be negatively related with the Story Completion total affect measures, negatively related with the Sentence Completion total positive affect measure, and positively related with the Sentence Completion total negative affect measure

INSTRUMENTS: SAI, Story and Sentence Completion

VARIABLES: SAI by Affect Scores

		93		94		100		83	
		TOT.STORY PROB. AFF.		TOT. STORY OUTCOME AF		TOT. SENT. POS. AFF.		TOT. SENT. NEG. AFF.	
		10	14	10	14	10	14	10	14
44	ACTIVE COPING		.12					-.15	-.15
45	PASSIVE COPING				.10				-.16
46	ACTIVE DEFENSE			-.10			-.19	.21	.30
47	PASSIVE DEFENSE						-.11	.14	.15

HYPOTHESIS 32: The Occupational Values intrinsic measures will be positively related with the Sentence and Story total coping dimension measures

INSTRUMENTS: Occupational Values, Story and Sentence Completion

VARIABLES: Intrinsic Values, Total Coping Measures

		21		22		23		24		26		27		28		34		36	
		OCC. VAL. ALTRUISM		OCC. VAL. ESTHETICS		OCC. VAL. INDEP.		OCC. VAL. MANAGEMENT		OCC. VAL. SELF-SATIS		OCC. VAL. INTEL.STIM		OCC. VAL. CREATIVITY		OCC. VAL. VARIETY		INTRINSIC TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
80	SEN .COMP. STANCE	.20	.17								.18		.11					.12	.15
81	SENT.COMP. ENGAGEMENT	.14																	
82	SENT.COMP. TOTAL COPING	.25	.22							11	.23		.17					.16	.22
89	STORY COMP. STANCE	.10					-.10	.15			.13		.19					.11	.11
90	STORY COMP. ENGAGEMENT	.15	.13					.14			.14		.21					.12	.11
91	STORY COMP. INITIATION	.13						.10			.13		.12						
92	STORY COMP. IMPLEMENT.		.11								.13		.16						
95	STORY COMP. PERSISTENCE		.13								.16		.20						.16
97	STORY COMP. SOCIABILITY												.13	-.15					
98	STORY COMP. ATTIT. AUTH.																		
96	STORY COMP. TOTAL COPING	.14	.16				.11	.13			.21		.21					.11	.16

FIGURE 3

CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 33: The Occupational Values intrinsic measures will be positively related with the SAI coping measures and negatively related with the SAI defensive measures

INSTRUMENTS: Occupational Values and SAI

VARIABLES: Intrinsic Values, Coping and Defense Measures

	21 OCC. VAL. ALTRUISM		22 OCC. VAL. ESTHETICS		23 OCC. VAL. INDEP.		24 OCC. VAL. MANAGEMENT		26 OCC. VAL. SELF-SATIS		27 OCC. VAL. INTEL.STIM		28 OCC. VAL. CREATIVITY		34 OCC. VAL. VARIETY		36 TOTAL INTRINSIC	
SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
44 ACTIVE COPING																-.11		
45 PASSIVE COPING	.11	.11				-.17												
46 ACTIVE DEFENSE	-.17	-.26							-.16	-.16		-.23		.10		-.13		-.27
47 PASSIVE DEFENSE								-.12							.15			

HYPOTHESIS 34: The Occupational Values intrinsic measures will be positively related with the two Story total affect measures and the Sentence Total positive affect measures, and negatively related with Sentence total negative affect measures.

INSTRUMENTS: Occupational Values, Story & Sentence

VARIABLES: Intrinsic Values, Total Affect (Story) and Total Frequency Positive and Negative Affect (Sentence)

	21 OCC. VAL. ALTRUISM		22 OCC. VAL. ESTHETICS		23 OCC. VAL. INDEP.		24 OCC. VAL. MANAGEMENT		26 OCC. VAL. SELF-SATIS		27 OCC. VAL. INTEL.STIM		28 OCC. VAL. CREATIVITY		34 OCC. VAL. VARIETY		36 TOTAL INTRINSIC	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
93 STORY PROBLEM AFF.					.10						-.13							
94 STORY OUTCOME AFF.	.15	.10				-.12	.11			.13		.16						
100 SENTENCE TOT. POS. AFF.		.15							.12	.15				-.11				
83 SENTENCE TOT. NEG. AFF.	-.15	-.14							-.11	-.12			.12					-.15

HYPOTHESIS 35: The Occupational Values extrinsic measures will be negatively related with the Sentence and Story total coping dimension measures.

INSTRUMENTS: Occupational Values, Story and Sentence Completion

VARIABLES: Extrinsic Values by Total Coping Dimension Measures

	25 OCC. VAL. SUCCESS		29 OCC. VAL. SECURITY		30 OCC. VAL. PRESTIGE		31 OCC. VAL. ECON. RET.		32 OCC. VAL. SURROUND.		33 OCC. VAL. ASSOCIATES		35 OCC. VAL. FOL.FATHER		37 TOTAL EXTRINSIC	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
80 SENTENCE STANCE						-.14	-.13	-.20							-.12	-.16
81 SENTENCE ENGAGEMENT																
82 SENTENCE TOTAL COPING						-.23	-.15	-.24							-.16	-.22
89 STORY STANCE		-.15									-.10				-.11	-.11
90 STORY ENGAGEMENT		-.14			-.10	-.13		-.12				.11	-.12	-.11	-.12	-.11
91 STORY INITIATION						-.12							-.14			
92 STORY IMPLEMENT.			.10										-.11			
95 STORY PERSISTENCE		-.12				-.15		-.11					-.10			-.16
96 STORY COPING EFF.		-.13		.11		-.17		-.13					-.15	-.1[illegible]	-.11	-.16

HYPOTHESIS 36: The Occupational Values extrinsic measures will be negatively related with the SAI coping measures and positively related with the SAI defensive measures.

INSTRUMENTS: Occupational Values, SAI

VARIABILES: Extrinsic Values by Coping and Defensive Measures

	25 OCC. VAL. SUCCESS		29 OCC. VAL. SECURITY		30 OCC. VAL. PRESTIGE		31 OCC. VAL. ECON.RET.		32 OCC. VAL. SURROUND.		33 OCC. VAL. ASSOCIATES		35 OCC. VAL. FOL.FATHER		37 TOTAL EXTRINSIC	
SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
44 ACTIVE COPING							-.10									
45 PASSIVE COPING		-.10					-.10	-.13								
46 ACTIVE DEFENSE		.14				.18		.25					.17	.12	.12	.27
47 PASSIVE DEFENSE									.13		.11					

FIGURE 3

CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 37: The Occupational Values extrinsic measures will be negatively related with the two Story total affect measures and the Sentence total positive affect measures, and positively with Sentence total negative affect measures.

INSTRUMENTS: Occupational Values, Story and Sentence Completion

VARIABLES: Extrinsic Values by Affect Measures

		25		29		30		31		32		33		35		37	
		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.		TOTAL	
		SUCCESS		SECURITY		PRESTIGE		ECON. RET.		SURROUND.		ASSOCIATES		FOL.FATHER		EXTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
93	STORY PROB. AFF.				.11												
94	STORY OUTCOME AFF.				.11		-.15										
100	SENTENCE POS. AFF.	.11					-.11		-.13								
	SENTENCE NEG. AFF.		.13				.15		.18								.15

HYPOTHESIS 38: The status level measures of occupational aspiration, occupational expectation, and educational aspiration will be positively related with the Sentence and Story total coping dimension measures.

INSTRUMENTS: Occupational Interests, Sentence and Story Completion

VARIABLES: Occupational Aspiration, Expectation, and Educational Aspiration by Total Coping Dimension

		38*		39*		109*	
		OCC.INT.		OCC.INT.		OCC.INT.	
		OCC.ASP.		OCC.EXP.		ED. ASP.	
		10	14	10	14	10	14
80	SENTENCE STANCE						-.11
81	SENTENCE ENGAGEMENT			.11			
82	SENTENCE TOTAL COPING					-.12	-.11
89	STORY STANCE					.10	
90	STORY ENGAGEMENT						
91	STORY INITIATION						
92	STORY IMPLEMENT.						-.11
95	STORY PERSISTENCE		-.11		-.10		-.11
96	STORY TOTAL COPING						

*Remember that these Variables are reversed. Thus, any correlations involving these Variables if positive are actually negative correlations and if negative are actually positive correlations.

HYPOTHESIS 39: The status level measures of occupational aspiration, occupational expectation, and educational aspiration will be positively related with the SAI coping measures and negatively related with the SAI defensive measures.

INSTRUMENTS: Occupational Interest, SAI

VARIABLES: Occupational Aspirations and Expectations and Educational Aspiration by Coping and Defensive Measures

		38*		39*		109*	
		OCC.INT.		OCC.INT.		OCC.INT.	
		OCC.ASP.		OCC.EXP.		ED. ASP.	
	SAI	10	14	10	14	10	14
44	ACTIVE COPING						
45	PASSIVE COPING		.11				.10
46	ACTIVE DEFENSE				.10	.10	.11
47	PASSIVE DEFENSE	.21	.10	.19	.13	.11	.11

*Remember that these Variables are reversed. Thus, any correlations involving these Variables if positive are actually negative correlations and if negative are actually positive correlations.

HYPOTHESIS 40: The status level measures of occupational aspiration, occupational expectation, and educational aspiration will be positively related with the two Story total affect measures and the Sentence total positive affect measures, and negatively related with Sentence total negative affect measures.

INSTRUMENTS: Occupational Interests, Story and Sentence Completion

VARIABLES: Occupational Aspirations and Expectations, Educational Aspirations by Affect Measures.

		38*		39*		109*	
		OCC.INT.		OCC.INT.		OCC.INT.	
		OCC.ASP.		OCC.EXP.		ED. ASP.	
		10	14	10	14	10	14
93	STORY PROBLEM AFF.						
94	STORY OUTCOME AFF.					-.11	
100	SENTENCE POSITIVE AFF.				-.10		-.13
83	SENTENCE NEGATIVE AFF.						

*Remember that these Variables are reversed. Thus, any correlations involving these Variables if positive are actually negative correlations and if negative are actually positive correlations.

FIGURE 3

CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 41: There will be positive relationships between the aptitude variable and the achievement variables.

INSTRUMENTS: Achievement, Aptitude
VARIABLES: Achievement, Aptitude
Total Peer BRS

	1 APTITUDE	
	10	14
2 MATH	.61	.13
3 READING	.58	.27
4 GRADE POINT AVERAGE	.38	.43
12 TOTAL PEER BRS		.10

HYPOTHESIS 42: There will be positive relationships between the intrinsic Occupational Values and the criterion measures.

INSTRUMENTS: Achievement, BRS,
Occupational Values
VARIABLES: Achievement, Total
Peer BRS, Intrinsic
Occupational Values

	21 OCC. VAL. ALTRUISM		22 OCC. VAL. ESTHETICS		23 OCC. VAL. INDEP.		24 OCC. VAL. MANAGEMENT		26 OCC. VAL. SELF-SATIS		27 OCC. VAL. INTEL.STIM		28 OCC. VAL. CREATIVITY		34 OCC. VAL. VARIETY		36 INTRINSIC TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH		.15			.14		-.11			.11					-.13			.11
3 READING	.10	.17			.21	.12			.11	.10					-.24			.11
4 GRADE POINT AVERAGE		.27			.14	.16			.12	.16	.10	.15			-.16			.20
12 TOTAL PEER BRS	.17	.30							.18	.25	.18	.15		-.15			.17	.17

HYPOTHESIS 43: There will be negative relationships between the extrinsic Occupational Values and the criterion measures.

INSTRUMENTS: Achievement, BRS,
Occupational Values
VARIABLES: Achievement, Total Peer
BRS, Extrinsic
Occupational Values

	25 OCC. VAL. SUCCESS		29 OCC. VAL. SECURITY		30 OCC. VAL. PRESTIGE		31 OCC. VAL. ECON. RET.		32 OCC. VAL. SURROUND.		33 OCC. VAL. ASSOCIATES		35 OCC. VAL. FOL.FATHER		37 EXTRINSIC TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH						-.12		-.13				.11				-.11
3 READING		.14				-.18	-.13	-.15								-.11
4 GRADE POINT AVERAGE						-.16		-.23		-.10						-.20
12 TOTAL PEER BRS	-.15		.11		-.14	-.16	-.15	-.20				.10	-.10	-.11	-.16	-.17

HYPOTHESIS 44: There will be positive relationships between the status levels of occupational aspiration, occupational expectation, and educational aspiration and the criterion measures.

INSTRUMENTS: Achievement, BRS,
Occupational Values
VARIABLES: Achievement, Total Peer
BRS, Occupational Aspiration Expectation and
Educational Aspiration

	38* OCC.INT. OCC.ASP.		39* OCC.INT. OCC.EXP.		109* OCC.INT. ED. ASP.	
	10	14	10	14	10	14
2 MATH	-.14		-.15	-.16	-.21	-.25
3 READING	-.28	-.11	-.29	-.25	-.19	-.31
4 GRADE POINT AVERAGE	-.19	-.14	-.16	-.28	-.25	-.39
12 TOTAL PEER BRS		-.12		-.21	-.17	-.14

*Remember that these Variables are reversed. Thus, any correlations involving these Variables if positive are actually negative correlations and if negative are actually positive correlations.

FIGURE 3
CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 45: There will be negative relationships between the occupational interest discrepancy score and the criterion measures.

INSTRUMENTS: Achievement, Occupational Interest Discrepancies
VARIABLES: Achievement, Occupational Interest Discrepancies, Total Peer BRS

	40		41		42		43	
	OCC.INT. EXP/ASP.		OCC.INT. F.OCC.ASP.		OCC.INT. F.ASP./ASP		OCC.INT. M.ASP./ASP	
	10	14	10	14	10	14	10	14
2 MATH		-.13	-.28		-.10			-.10
3 READING		-.21	-.19				.15	-.13
4 GRADE POINT AVERAGE		-.19	-.11	-.14				
12 TOTAL PEER BRS		-.15						

HYPOTHESIS 46: There will be a positive relationship between the SAI active and passive coping measures and the criterion measures.
There will be a negative relationship between the SAI active and passive defensive measures and the criterion measures.

INSTRUMENTS: Achievement, BRS, SAI
VARIABLES: Achievement, Total Peer BRS, Active & Passive Coping & Defensive Measures

	44		45		46		47	
	SAI ACT. COP.		SAI PASS. COP.		SAI ACT. DEFEN		SAI PASS.DEFEN	
	10	14	10	14	10	14	10	14
2 MATH					-.12	-.20	-.10	-.12
3 READING			-.11	-.14	-.11	-.14	-.13	-.19
4 GRADE POINT AVERAGE					-.17	-.27		-.10
12 TOTAL PEER BRS					-.26	-.27	-.10	-.13

HYPOTHESIS 47: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Achievement, BRS, Sentence Completion
VARIABLES: Achievement, Total Peer BRS, Stance

	48		54		60		66		73		80	
	STANCE AGGRESSION		STANCE AUTHORITY		STANCE ANXIETY		STANCE IPR		STANCE TASK ACH.		TOTAL STANCE	
	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH		.13		.22				.13		.17		.27
3 READING		.13		.19				.13				.18
4 GRADE POINT AVERAGE		.16		.28				.11		.22		.30
12 TOTAL PEER BRS		.11		.16				.15	.12	.19		.23

HYPOTHESIS 48: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Achievement, BRS, Sentence Completion
VARIABLES: Achievement, Total Peer BRS, Engagement

	49		55		61		67		74		81	
	ENGAGEMENT AGGRESSION		ENGAGEMENT AUTHORITY		ENGAGEMENT ANXIETY		ENGAGEMENT IPR		ENGAGEMENT TASK ACH.		ENGAGEMENT TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH				.12							-.11	.21
3 READING			-.10					.10				
4 GRADE POINT AVERAGE				.11								.15
12 TOTAL PEER BRS								.10				

HYPOTHESIS 49: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Achievement, BRS, Sentence Completion
VARIABLES: Achievement, Total Peer BRS, Coping Effectiveness

	50		56		62		68		75		82	
	COP. EFF. AGGRESSION		COP. EFF. AUTHORITY		COP. EFF. ANXIETY		COP. EFF. IPR		COP. EFF. TASK ACH.		COP. EFF. TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH				.24				.20		.20		.28
3 READING				.19				.20	.12	.10	.11	.22
4 GRADE POINT AVERAGE	.10	.10		.13				.20		.26		.34
12 TOTAL PEER BRS		.12		.22			.15	.25		.23	.13	.29

FIGURE 3
CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 50: There will be a positive relationship between the Sentence Completion attitude measures and the criterion measures.

INSTRUMENTS: Achievement, BRS,
Sentence Completion
VARIABLES: Achievement, Total Peer
BRS, Attitude Measures

	53 ATTITUDE AUTHORITY		65 ATTITUDE IPR		72 ATTITUDE TASK ACH.		79 ATTITUDE TOTAL	
	10	14	10	14	10	14	10	14
2 MATH		.15				.21		.18
3 READING	-.11					.10		
4 GRADE POINT AVERAGE		.23		.11		.23		.26
12 TOTAL PEER BRS	.19	.29		.14	.16	.33	.15	.34

HYPOTHESIS 51: There will be a positive relationship between the Sentence Completion positive affect variables and the criterion measures. There will be a negative relationship between the Sentence Completion negative affect variables and the criterion measures.

INSTRUMENTS: Achievement, BRS,
Sentence Completion
VARIABLES: Achievement Total Peer
BRS, Attitude Measures

	59 POS. AFF. AUTHORITY		71 POS. AFF. IPR		78 POS. AFF. TASK ACH.		100 POS. AFF. TOTAL		51 NEG. AFF. AGGRESSION		57 NEG. AFF. AUTHORITY		69 NEG. AFF. IPR		76 NEG. AFF. TASK ACH.		83 NEG. AFF. TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH		.10			.19		.15			-.12		-.12		-.16				-.17
3 READING					.21	.11	.18	.12						-.15				-.15
4 GRADE POINT AVERAGE					.14	.17	.13	.19		-.10		-.12		-.11				-.13
12 TOTAL PEER BRS						.19		.19		-.14		-.12		-.15				-.15

HYPOTHESIS 52: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement, BRS,
Story Completion
VARIABLES: Achievement, Total Peer
BRS, Engagement

	148 Story 8 AGGRESSION		154 Story 5 ANXIETY		138 Story 10 AUTHORITY		125 Story 4 IPR		126 Story 7 IPR		111 Story 1 A - TA		119 Story 6 NA - TA		90 TOTAL ENGAGEMENT	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH								.12				.14				.14
3 READING				.11						.11						
4 GRADE POINT AVERAGE				.12						.12	.15	.15		.11		.20
12 TOTAL PEER BRS		.13														.12

HYPOTHESIS 53: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement, BRS,
Story Completion
VARIABLES: Achievement, Total Peer
BRS, Initiation

	149 Story 8 AGGRESSION		155 Story 5 ANXIETY		139 Story 2 AUTHORITY		140 Story 10 AUTHORITY		127 Story 4 IPR		128 Story 7 IPR		112 Story 1 A - TA		120 Story 6 NA - TA		91 TOTAL INITIATION	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH						.16										.10		.14
3 READING												.15						
4 GRADE POINT AVERAGE		.10				.19						.14		.12		.12		.22
12 TOTAL PEER BRS		.15				.13	.10	.11				.11						.16

HYPOTHESIS 54: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement, BRS,
Story Completion
VARIABLES: Achievement, Total Peer
BRS, Implementation

	150 Story 8 AGGRESSION		156 Story 5 ANXIETY		141 Story 10 AUTHORITY		129 Story 4 IPR		130 Story 7 IPR		113 Story 1 A - TA		121 Story 6 NA - TA		92 TOTAL IMPLEMENT.	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH		.10										.13				.15
3 READING										.12		.12				.10
4 GRADE POINT AVERAGE						.13	.11			.13		.20		.11	.10	.24
12 TOTAL PEER BRS		.13			.15	.16	.12					.12			.14	.16

FIGURE 3
CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 55: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Persistence

	153		159		146		135		136		116		117		124		95	
	Story 8		Story 5		Story 10		Story 4		Story 7		Story 1		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		IPR		IPR		A - TA		A - TA		NA - TA		PERSISTENCE	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH																.14		
3 READING										.15								
4 GRADE POINT AVERAGE								.13		.16		.14		.11		.12		.23
12 TOTAL PEER BRS		.14			.13					.17								.18

HYPOTHESIS 56: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Coping Effectiveness

	107		104		102		108		103		106		101		105		96	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		COP. EFF.	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH		.10				.15				.15						.11		.16
3 READING												.13						
4 GRADE POINT AVERAGE				.10		.17	.12	.11				.16		.12				.21
12 TOTAL PEER BRS		.15				.13	.17	.17				.13					.11	.19

HYPOTHESIS 57: There will be a positive relationship between the criterion measures and the Story Completion affect dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Problem Affect

	151		157		142		143		131		132		114		122		93	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		PROB. AFF.	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH				-.13	-.11	.19												
3 READING		-.14						-.14	-.10	-.13				-.11				
4 GRADE POINT AVERAGE						.16	-.12			-.14				-.13				
12 TOTAL PEER BRS				-.10		.13				-.16					-.12			

HYPOTHESIS 58: There will be a positive relationship between the criterion measures and the Story Completion affect dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Outcome Affect

	152		158		144		145		133		134		115		123		94	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		OUT. AFF.	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH						.11			.11									.10
3 READING																		
4 GRADE POINT AVERAGE			.15				.15							.12			.13	.10
12 TOTAL PEER BRS			.10	.12			.13			.17								.12

HYPOTHESIS 60: There will be a positive relationship among the Parent/Child Interaction items.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction of Sentence Completion

	84		85		86		87	
	SENT.COMP.		SENT.COMP.		SENT.COMP.		SENT.COMP.	
	SELF-IMAGE		INT.ACTION		MOTHER		FATHER	
	10	14	10	14	10	14	10	14
84 SELF-IMAGE					.45	.34	.47	.57
85 INTERACTION					.29	.39	.69	.62
86 MOTHER	.45	.34	.29	.39				
87 FATHER	.47	.57	.69	.62				

FIGURE 3
CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 61: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion Instrument, and a negative relationship with the Authority Negative Affect measure.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction items by Authority Attitude, Coping Style, Coping Effectiveness, & Positive and Negative Affect measures.

		84		85		86		87	
		SENT.COMP. SELF-IMAGE		SENT.COMP. INT.ACTION		SENT.COMP. MOTHER		SENT.COMP. FATHER	
		10	14	10	14	10	14	10	14
53	AUTHORITY ATTITUDE		.15	.14		.10	.12	.13	.11
54	AUTHORITY STANCE								
55	AUTHORITY ENGAGEMENT	.11				.13			
56	AUTHORITY COPING EFF.								
59	AUTHORITY POS. AFFECT				.11				.11
57	AUTHORITY NEG. AFFECT								

HYPOTHESIS 62: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion Instrument and a negative relationship with the Total Negative Affect measure.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction items by Total Attitude, Coping Style, Coping Effectiveness, Positive Affect & Negative Affect measures.

		84		85		86		87	
		SENT.COMP. SELF-IMAGE		SENT.COMP. INT.ACTION		SENT.COMP. MOTHER		SENT.COMP. FATHER	
		10	14	10	14	10	14	10	14
79	TOTAL ATTITUDE		.19	.14	.16		.14	.15	.18
80	TOTAL STANCE								
81	TOTAL ENGAGEMENT								
82	TOTAL COPING EFF.	.12						.10	
100	TOTAL POS. AFFECT								
83	TOTAL NEG. AFFECT								

HYPOTHESIS 63: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and the Story Completion Coping Effectiveness scores for the two Authority stories.

INSTRUMENTS: Sentence Completion and Story Completion
VARIABLES: Parent/Child Interaction items of Sentence Completion by Story Completion Coping Effectiveness for Story 2 and Story 10

		84		85		86		87	
		SENT.COMP. SELF-IMAGE		SENT.COMP. INT.ACTION		SENT.COMP. MOTHER		SENT.COMP. FATHER	
		10	14	10	14	10	14	10	14
102	STORY 2 COPING EFF.								
108	STORY 10 COPING EFF.								

HYPOTHESIS 64: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and the Attitude Toward Authority measures of the Story Completion

INSTRUMENTS: Sentence Completion and Story Completion
VARIABLES: Parent/Child Interaction items of Sentence Completion by Total Attitude Toward Authority of Story Completion

		84		85		86		87	
		SENT.COMP. SELF-IMAGE		SENT.COMP. INT.ACTION		SENT.COMP. MOTHER		SENT.COMP. FATHER	
		10	14	10	14	10	14	10	14
98	TOTAL ATTITUDE TOWARD AUTH.								

FIGURE 3
CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 65: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Coping Style, Coping Effectiveness, and Affect Scale scores of the Story Completion Instrument.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction items of Sentence Completion by Total Coping style, Coping Effectiveness and Affect Scale scores of Story Completion

		84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
		10	14	10	14	10	14	10	14
89	TOTAL STANCE	.16	.11			.11	.16		
90	TOTAL ENGAGEMENT	.10						.10	
91	TOTAL INITIATION								
92	TOTAL IMPLEMENTATION	.12						.16	
93	TOTAL AFFECT TONE 1st						.10		
94	TOTAL AFFECT TONE 2nd							.11	
95	TOTAL PERSISTENCE								
96	TOTAL COPING EFF.						.11		

HYPOTHESIS 66: There will be a positive relationship between the Parent/Child Interaction items from the Sentence Completion and the Active and Passive Coping scores from the Social Attitudes Inventory and a negative relationship with the Active and Passive Defensive scores.

INSTRUMENTS: Sentence Completion and Social Attitudes Inventory

VARIABLES: Parent/Child Interaction items from Sentence Completion, Active and Passive Coping and Active and Passive Defensive scores of SAI

		84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
	SAI	10	14	10	14	10	14	10	14
44	TOTAL COPING ACTIVE								
45	TOTAL COPING PASSIVE				.19		.13		.13
46	TOTAL ACTIVE DEFENS.								
47	TOTAL PASSIVE DEFENS.								

HYPOTHESIS 67: There will be a positive relationship between the Father/Child Interaction item from the Sentence Completion and the Occupational Value: "Follow Father."

INSTRUMENTS: Sentence Completion and Occupational Values

VARIABLES: Father/Child Interaction item from Sentence Completion, Occupational Value: "Follow Father"

		87 SENT.COMP. FATHER	
		10	14
35	OCC. VALUE "FOLLOW FATHER"		

FIGURE 3

CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 68: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Intrinsic Occupational Values.

INSTRUMENTS: Sentence Completion and Occupational Values

VARIABLES: Parent/Child Interaction items of Sentence Completion by Intrinsic Occupational Values

		84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
	OCC. VALUES	10	14	10	14	10	14	10	14
21	ALTRUISM				.11				
22	ESTHETICS	-.13				-.11			
23	INDEPENDENCE								
24	MANAGEMENT			.14				.14	
26	SELF-SATISFACTION								
27	INTELLECTUAL STIMULATION								
28	CREATIVITY								
34	VARIETY								
36	TOTAL INTRINSIC								

HYPOTHESIS 69: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Extrinsic Occupational Values.

INSTRUMENTS: Sentence Completion and Occupational Values

VARIABLES: Parent/Child Interaction items of Sentence Completion by Extrinsic Occupational Values

		84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
	OCC. VALUES	10	14	10	14	10	14	10	14
25	SUCCESS								
29	SECURITY								
30	PRESTIGE			-.13					
31	ECONOMIC RETURNS								
32	SURROUNDINGS								
33	ASSOCIATES								
35	FOLLOW FATHER								
37	TOTAL EXTRINSIC								

HYPOTHESIS 70: There will be a negative relationship between the Father/Child Interaction item and the Discrepancy scores for: (a) Father's Occupation/Child's Aspiration and (b) Father's Aspiration for Child-Child's Aspiration. There will be a negative relationship between the Mother/Child Interaction item and the discrepancy score for Mother's Aspiration for Child-Child's Aspiration.

INSTRUMENTS: Sentence Completion and Occupational Interest Inventory

VARIABLES: Sentence Completion by Occupational Interest Inventory

		87 SENT.COMP. FATHER		86 SENT.COMP. MOTHER	
	OCCUPATIONAL INTEREST	10	14	10	14
41	FATHER OCC./ ASPIRATION			.12	
42	FATHER ASP./ ASPIRATION				
43	MOTHER ASP./ ASPIRATION	.11			

FIGURE 3
CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 71: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion Instrument and the Aptitude and Achievement measures.

INSTRUMENTS: Sentence Completion and Aptitude and Achievement

VARIABLES: Parent/Child Interaction items by Aptitude and Achievement measures

	84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
	10	14	10	14	10	14	10	14
1 APTITUDE			-.13					
2 MATH	.12		-.13					
3 READING	.13							
4 GRADE POINT AVERAGE								

HYPOTHESIS 72: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and both the Peer BRS Authority item and the Peer BRS Summary score.

INSTRUMENTS: Sentence Completion and BRS

VARIABLES: Parent/Child Interaction items of Sentence Completion by Peer BRS Authority and Peer BRS Summary score

	84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
	10	14	10	14	10	14	10	14
7 BRS PEER AUTHORITY								
12 BRS PEER SUMMARY SCORE								

HYPOTHESIS 73: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and both the Self-Rating Authority score and the Summary Score.

INSTRUMENTS: Sentence Completion and BRS

VARIABLES: Parent/Child Interaction items of Sentence Completion by Self-Rating Authority and Summary Scores

	84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
	10	14	10	14	10	14	10	14
15 BRS SELF-RATING AUTH.						.12		
20 SELF BRS SUMMARY SCORE			.13		.13			

ANOVA OF MEANS:
SUBGROUP DESCRIPTIONS

AUSTIN TEN-YEAR-OLD UPPER-LOWER CLASS MALES

Aptitude and Achievement

These boys are below the average of the eight groups in their intellectual aptitude score on the Raven (standardized within age group) and they are lowest of the ten-year-old groups, differing significantly, however, only from the upper-lower class females in the ten-year-old sample. They are the second lowest of the eight groups and the lowest among the ten-year-olds on the age-standardized test of Math Achievement. Here they differ significantly from the other ten-year-old groups as well as the sample as a whole. They are lowest of all groups on the Reading achievement test, differing significantly from the other ten-year-old groups as well as the total sample. They also were the lowest on their Grade Point Average, differing significantly, however, only from the upper-middle class females in the ten-year-old sample. (Both of these latter measures were also standardized separately within the ten-year-old and fourteen-year-old groups.)

Peer Behavior Rating Scales

In Task Achievement and in relations with adults their classmates rank them below average (third lowest) on the Behavior Rating Scales. Their classmates rank them very low (second lowest) in ability to get along with other children. On Aggressive Self-Assertion, this group is fourth highest (though lowest of all male groups). This difference is significant. Their BRS Summary score, which is the sum of the scores on the first four items, puts them next to the lowest of the eight samples. Overall, their classmates have a relatively poor opinion of their task achievement behavior and of the quality of their relationships with the people around them.

Self-Behavior Rating Scales

There is a special problem in interpreting the self-ratings collected at the Austin Station. It arises from a variability in the administration of the BRS which, in retrospect, may be a serious error. The children were not told they could rate themselves. Sooner or later, in most classes in Austin, one or more children asked if they *could* rate themselves high or low. Sometimes this was a quiet, private conversation with the test administrator. Sometimes the whole class heard the answer, which was, "Do whatever you like." Often, many of the children looked surprised, as if it had not occurred to them that they could rate themselves. Consquently, there is an unknown amount of variation as to how many items had been completed before this question arose, and variation among classes as to whether this arose at all.

An investigation of the frequency of positive and negative self-ratings in the Austin sample revealed that for all eight subgroups there is a noticeable increase in self-ratings on the second BRS item. This increase may be due to the administration procedure of waiting for the students to ask if self-nominations were permissible. However, the frequency of responses to the remainder of the BRS items did not reveal any response patterns which indicate a test administration bias which would affect the subgroup comparisons of the self-ratings. (Each station should review its own Stage I BRS administration policy and problems and clearly state their implications for the report and interpretations of the BRS self-ratings.)

In sharp contrast to their average-to negative reputation with their classmates, these boys rated themselves highest of all the groups on both Academic and Nonacademic Task Achievement, and in getting upset easily, third highest on getting along with teachers, second highest on getting along with other children, and highest on coping with aggressive agemates. Only on Aggressive Self-Assertion are these boys ranked in the middle. Further evidence that they portray a basically positive self-concept is to be found in their ranking on the Self-BRS Summary score. The average of the first four Self-BRS scores reveal that these boys had a higher overall self-rating than did any of the other seven groups. In summary, it appears that the ten-year-old lower-class boys purposely rated themselves more positively than did the other groups, and the self-concept they portrayed is almost directly contradictory to the way their classmates saw them.

Occupational Values

In the Occupational Values instrument, these boys stood highest of the eight groups in valuing the chance to be creative in their future careers. They stood lowest of all in seeking self-satisfaction through doing a good job (though it was their fifth-ranked value), in wanting to have friendly associates, and in the desire for Independence. They rank next to lowest in altruistic interest in helping people, though this is their third-highest ranked value. They ranked third highest in wanting to follow their fathers' careers, though it is their eleventh-ranked value. They stood third lowest on their Total Intrinsic values score.

Occupational Interest Inventory

These boys scored lowest of all groups on both Occupational Aspiration and Expectation. The discrepancy between their aspirations and their expectations was not significantly greater than this discrepancy observed in the other groups. They were neither significantly high nor low among the groups on the measures of discrepancy between their career aspirations and their fathers' occupational status, or on the aspirations they believed their fathers and mothers held for them.

Educational Aspiration

The boys were the second lowest of all groups on the level of their Educational Aspiration, sharing this low ranking with their female agemates of the same social class. It should be noted that the range of educational aspiration was extremely small and quite skewed toward the upper-educational aspiration levels. Thus, the mean of all groups indicates that the average subject in that group aspires to at least some college.

Social Attitudes Inventory

This group did not differ significantly from the other groups on the total score for Active Coping. On the other scores, however, the ten-year-old boys stood out distinctly. Their self-descriptions on these quite transparent items placed them second highest as Passive Copers (when they do cope). They were also second highest on both Active and Passive Defensive reactions. They, thus, portrayed themselves as children who habitually react to difficulties with either useless aggression or by retreating behavior. When they do deal with problems, it was by passive endurance or compliance, rather than by doing actively constructive things to alter the situation or overcome the difficulties.

Sentence Completion

In reacting to the Aggression items in the Sentence Completion, they earned the lowest scores on Stance and Engagement. Thus, they apparently most often respond to these stems with descriptions of physical or verbal aggression rather than with reasoned actions calculated to disarm the aggressor or render him peaceable.

While the Authority items on the Sentence Completion did not stably distinguish the groups very often, these boys earned the lowest score on Coping Effectiveness and the second lowest on Stance. However, they ranked first on Engagement. Apparently when these boys did act, it was with behavior that is not considered to represent very effective coping with the problem.

These boys earned average scores on all scales concerned with the area of Anxiety except for that of Engagement, where they earned the highest score of all groups. The Interpersonal Relationship items on the Sentence Completion evoked extremely poor responses from these boys, in every respect. They ranked in the middle groups with respect to attitudes toward agemates or to people in general. However, on the coping stems, they were lowest on Stance, Engagement, Coping Effectiveness and capacity to deal with Interpersonal Relations problems in an emotionally neutral way. Indeed, they showed the highest incidence of negative emotionality in reacting to these items.

Few of the Task Achievement items differentiated the groups. These boys did not differ significantly from other groups on any of these variables.

On those aspects of coping for which scores were summed across all the pertinent Sentence Completion items, these boys received the second lowest score for Total Stance and for Total Coping Effectiveness, across all areas of behavior. They were ranked at the very bottom also on Total Frequency of Positive Affect. This group of boys had the second highest "negative" Reality/Fantasy Achievement discrepancy score of all groups, being excelled only by the fourteen-year-old boys of the same social class. That is, their fantasized achievement was of a much greater level than their actual achievement. This fact should be recalled when interpreting their high, but nonsignificant, scores on the Task Achievement items of the Sentence Completion test.

On the Parent/Child Interaction items, these boys were significantly higher than any other group on Interaction with Father They did not differ significantly from other groups on any of the other scales in this area.

Story Completion

On the Coping Effectiveness ratings, these boys scored lowest on Story Eight (Aggression), Story Ten (Mother's Authority), Story Five (Anxiety), Stories Four and Seven (Interpersonal Relations), and on the Total Coping Effectiveness score. They also received the lowest scores on Engagement and Initiation. Thus, overall, the group was the lowest scoring of all groups.

Interpretive Comments

These boys seemed to be notably self-deceiving There were a number of kinds of independent evidence in the data which converged to indicate this. First, even considering the rating bias on the self-ratings, there was the strong discrepancy between the way their peers viewed them on the Behavior Rating scales and the way they portrayed themselves on the very same scales. They not only denied that they were ineffective, they went to the opposite extreme to claim that they were highly effective in coping with school work and with the human world around them. If the Peer BRS and their achievement scores can be taken as a reasonable approximation of the true facts, this would seem to indicate a considerable denial of reality. Needless to say, such denial is likely to interfere with their use of corrective feedback to improve their ability to cope. For the record, exactly the same kind and degree of discrepancy was observed in their Reality/Fantasy Achievement Discrepancy score. On the Sentence Completion, they portrayed far more effective handling of achievement tasks than was actually the case in their performance on achievement tests or in the schoolwork as reflected by their Grade Point Average.

These boys got along poorly with their classmates. This may be due partly to their lack of receptivity to the views and reactions of their peers. For example, in the Sentence Completion, they showed themselves acting in a belligerent way when they felt threatened. Since, on the self-rating in the BRS item about coping with aggressive agemates, they claimed to cope very well indeed, it would seem that they thought their belligerent counterattack represented entirely appropriate behavior. They did not seem to realize that their classmates disagreed strongly as to the approved method of handling aggression.

As far as academic achievement is concerned, it is easy to see why these boys can be resistant to efforts to improve their scholarship: they claimed it was fine to begin with. Clearly, their own yardstick of scholarly adequacy did not match that of either adult educators or their own classmates. By everyone's standard but their own, these boys were unrealistic and unself-critical in judging their own performance. There is another notable discrepancy between their claim to get along well with agemates in their BRS Self-Ratings and the choices they made in the Occupational Values questionnaire. On the latter instrument, they seemed to be quite self-preoccupied and somewhat unrealistic. They wanted to be creative, yet they apparently did not enjoy doing a good job for its own sake compared to the enjoyment indicated by other groups. In contrast to their claim elsewhere to get along well with agemates, they valued Altruism less than did other groups, though compared to their choice of other values, they rated it quite highly. There seems to be a disconnectedness in their way of thinking and an inability to examine their own thoughts or the actual consequences of their deeds in order to discover and correct inconsistencies. What is more, they seemed to use defensive denial as an (ineffective) coping mechanism. They neither achieved well; nor got along well with their classmates yet they reported that they did well at both.

On the Sentence Completion items dealing with Interpersonal Relations, they projected many negative behavioral traits which were consistent with their low Peer BRS rating on Interpersonal Relations, their low Coping Effectiveness ratings on the Story Completion, and were also consistent with their relative indifference to people as indicated on the Occupational Values questionnaire, though, one should remember, compared to their choice of other values, Altruism was ranked rather highly. However, the importance of Associates received a middle ranking within the group.

In speculating about the possible causes for this relatively ineffectual approach to life, one obvious possibility is that the relatively low intelligence these boys appear to demonstrate on the Raven test might produce deficiencies of judgment. Unpleasant or unsuccessful experiences which followed from deficient judgment might lead to negative attitudes. Thus, a vicious circle could be set up which eventuated in an ineffective style for solving problems in any area of life.

There is evidence in other places in the sample, however, that such an explanation is probably not accurate. As will be seen in a later subgroup description, the fourteen-year-old upper-lower class girls had the lowest Raven scores of all age groups yet on a number of aspects of coping behavior, both as judged by peers and as revealed in the projective instruments, they received high ratings for effective coping. Consequently, a simple exaplanation that low intelligence automatically leads to generally poor coping effectiveness does not appear to be supported by the total body of evidence.

Indeed, there may be some point in realizing that the Raven, like any other "Intelligence" test, is a performance measure in exactly the same sense that an achievement test is a performance measure, or that any task resolution is a performance measure. Scores on "aptitude" tests unquestionably were influenced to some significant degree by the person's general motivation to exert intellectual effort, by subculturally derived values for or against exerting oneself on such tests, by facilitating or disruptive, emotional states within oneself and by all the other factors which influence performance in all areas of life.

There is an extrapolation from the data on these working-class boys which might conceivably have considerable social importance in the future. Since many of these boys would be expected to be skilled craftsmen of the next generation, their considerable lack of craftsmanlike values or work habits do not paint a very promising picture for the future. Even though they do not continue to be self-deceiving and wishfully ambitious for rewards which they do little to earn, they might evolve into an increasingly discontented, frustrated group, aspiring to high status occupations at this time. They might wrongly, but strongly, believe that society is not giving them their just rewards. Meanwhile, the quality of the service that they provide to the society would be poorer than most people would hope. In the discrepancy between what these boys want and what they are willing or even able to do for it could lie the seeds of an aggravated, irrational social unrest. Since they represent the largest single sub-section of the population, it is of vital importance to the whole society what they think and how they act. In a purely speculative way, one is reminded of a recent development on the American scene: the increasingly vocal discontent of the "forgotten average man." This discontent is partially evident in the "white backlash" political movement. The discontent of skilled workers in this generation might foreshadow an even more intense, hard-to-resolve unrest in their children if the pattern visible in this present sample were to carry forward into the later lives of these young people.

AUSTIN TEN-YEAR-OLD UPPER-LOWER CLASS FEMALES

Aptitude and Achievement

These upper-lower class ten-year-old girls were around average for the eight groups on their standardized Raven scores, although they had the highest mean in the upper-lower class sample (both age groups). They fell into one of the middle two groups among the ten-year-old sample where they did not differ from the other middle group (upper-middle class males).

Their mean standardized score on the Math Achievement test was the third lowest of all groups and the second lowest of the ten-year-old groups. The group differed significantly from all other ten-year-old groups. Their standard score was somewhat below the overall mean of the eight groups on the Reading Achievement test, also; that is, it was the fourth from the lowest score, and the second lowest of the ten-year-old groups. This difference was statistically significant from all other groups. With respect to Grade Point Average, this group was ranked somewhere in the middle and was the next to lowest among the ten-year-olds.

Peer Behavior Rating Scales

In Academic Task Achievement and in their relationship with authority, this group was ranked by their classmates as the second highest of all groups and highest of all of the ten-year-old groups. These girls, as described by their peers, were also the second highest of the eight groups in their ability to get along with other children. They were rated as third from the lowest of all groups in aggressive Self-Assertion.

In their BRS Summary score (summarizing the scores of the first four of the seven items), they were ranked as third highest of the eight groups, though they did not differ significantly from other middle-ranked groups.

Overall, their classmates seemed to evaluate them rather positively with respect to their interpersonal relations and performance in the classroom setting, but they were not seen as being self-assertive.

Self-Behavior Rating Scales

In the area of Academic Task Achievement, these girls apparently viewed themselves as being above average as they received the second highest rating. They also described themselves as getting along extremely well with both adults and with their peers. In fact, their ratings placed them at the top in both of these areas. They also viewed themselves as coping effectively with Aggression from others (second-highest group and highest of all female groups). These girls rated themselves quite low as to their Self-Assertiveness (lowest group) and as to their ability to stay calm in stressful situations (second lowest overall ranking and lowest of the females). Their ranking on the Self-BRS Summary score was the second highest of the groups tested and was the highest of all of the female groups. This group's self-ratings were in rather good agreement with their peers' ratings of them. It should be recalled that a high self-rating is achieved through nominating oneself positively (a low self-rating is usually the result of subjects or groups simply failing to nominate themselves, rather than the result of nominating themselves negatively). This fact should be remembered in discussing all ten-year-old data. Ten-year-olds, being apparently more self-centered, and less able to evaluate others critically, simply tend to nominate themselves more frequently.

Occupational Values

These girls gave the highest ranking (relative to the other seven groups) to Esthetic Interests, Intellectual Stimulation, Prestige, and to their Surroundings. Relative to this group's ranking of other values, Intellectual Stimulation and Surroundings were ranked first and fifth, respectively; while Prestige and Esthetics received rankings of ninth and eleventh, respectively. Thus, though they valued Prestige and Esthetics more than other groups, they still did not value either very highly. They ranked next to the lowest of all groups comparatively, in their relative frequency of choice of the values of Success and Accomplishment, Self-Satisfaction, Follow Father, and in their overall frequency of choice of Extrinsic-type values in general. Though Self-Satisfaction was chosen comparatively less often by this group, it was the third highest value chosen within this group of ten-year-old girls.

Occupational Interest Inventory

These girls did not differ significantly from other middle groups on Occupational Aspiration or Expectation. The discrepancy between the status levels of their aspirations and of their expectations was not significantly different from the discrepancies observed in other groups, though it was the second lowest discrepancy of all groups. However, the discrepancies between these girls' aspirations and their fathers' occupation, as well as between both parents' aspirations for the child and the child's own aspiration, were among the greatest discrepancies of all groups. These girls aspired to a higher status-level career than their parents hoped for them (largest discrepancy). They also aspired to a higher occupational level than that level of their father's job (second-highest discrepancy).

Educational Aspiration

These girls had the lowest educational aspiration level of all groups tested. This ranking was not in agreement with their job aspiration level where they scored in the middle ranks. It should be pointed out that their Mean score of 2.14 on Educational Aspiration indicates that, on the average, these girls aspired to at least graduate from high school.

Social Attitudes Inventory

These girls did not differ significantly from any of the groups in the total number of Active Coping choices made. However, they were the highest of the eight groups in the number of Passive Coping choices made. Thus, they tended to describe themselves as complying, enduring, or accepting the situation when a problem arose. This group did not differ from other middle groups in the amount of Active Defensive behavior they admit to utilizing, but obtained the third highest score with respect to Passive Defensive behavior. Thus, they appeared to view themselves as being rather unaggressive and as being fairly passive in the face of most problem situations, regardless of whether or not they coped with the situation.

Sentence Completion

These girls, in their reaction to the Aggression items of the Sentence Completion, did not give responses which differed significantly from other groups on any of the Aggression scales.

These girls gave the most positive attitudinal statements of all the groups when responding to Authority items. However, their reported behavior in the face of problems encountered with Authority resulted in their being placed in the middle range of mean scores, except for Stance where they received the lowest score of all eight groups. Their affective reactions toward authority problems were also not significantly different from all other groups. When faced with problems where one must deal with one's anxious feelings, these girls betrayed negative affect (primarily of a depressive or anxious nature) and showed relatively little ability to handle these situations in an emotionally neutral manner. They received the lowest score on Coping Effectiveness and the second lowest score on Stance. In the affective area, they received the highest score on Frequency of Negative Affect and the second lowest score on Frequency of Neutral Affect.

In the area of Interpersonal Relations, none of the scaled scores based upon these girls' responses, except Stance, revealed any significant differences from any other group. They fell somewhere in the middle in each case. However, they earned the second lowest Stance score of all eight groups, and the lowest for all female groups.

In the area of Task Achievement, there were only two significant differences involving this group. They received the lowest score on

Coping Effectiveness and Frequency of Positive Affect.

When total scaled scores were summated across all five areas under study, these girls ranked quite low in three of these seven total scores. They achieved the lowest overall scale score for both Stance and Coping Effectiveness. In spite of this, they received the highest Attitude score of all groups tested. They had one of the lowest Reality/Fantasy Achievement Discrepancy scores of all groups. Their Mean discrepancy did not differ significantly from those of other groups and was only slightly "negative." That is, there was a slight tendency for these girls to overestimate their actual achievement, but only very slight considering their low scores on the Task Achievement section of the Sentence Completion. Apparently these girls are more aware of their inadequacies than are their male peers of the same socioecomomic class.

These girls did not differ significantly from other groups on any of the Parent/Child Interaction items.

Story Completion

On the Coping Effectiveness ratings, these girls were second lowest on Story Seven (Interpersonal Relations), but did not differ on any other story. They did not differ on any of the Coping Style dimensions.

Interpretive Comments

These girls are somewhat low, but not extremely so on all measures of Aptitude and Achievement.

One has the feeling, after observing the Peer BRS items, that these girls are seen as passively acquiescent and obedient in the classroom, applying themselves to their lessons and getting along well with others, both adult and peer alike. Also, the feeling of passivity is indicated by the fact that these girls are seen as being nonself-assertive and nonactive in activities outside their expected classroom chores.

Data obtained from the Social Attitudes Inventory also support the nonaggressive nonself-assertive nature of these girls' behavior as they received the highest score on Passive Coping and the third highest score on Passive Defensive behavior. The fact that they become easily upset indicates a certain lack of emotional control and maturity that may not be too unexpected in a ten-year-old girl. It could be that they fear to assert themselves, partially because of their inability to control their own negative affective expression when the expected results are not forthcoming.

Although these girls may be rather immature emotionally, they appeared to perceive themselves and their behavior rather accurately if one uses the Peer Rating as a criteria, against which to compare their Self-Ratings. They rated themselves only slightly higher than the rating received from their peers.

Their relatively high frequency of choice (compared to the frequency of choice made by other groups) of the values of Esthetics, Prestige, and Surroundings may reflect an unrealistic preoccupation with glamorous careers and pursuits, such as are not uncommon with girls of this age. The fact that Esthetics and Prestige were ranked rather low within the group may temper this interpretation somewhat. Competent performances per se in an unspecified area of endeavor did not seem to appeal to them. Their relatively high score on Intellectual Stimulation may well be due to a misinterpretation of the meaning of this value, as "learning about interesting things" could be part of a glamorous career. One must interpret the meaning of these girls' choice of values in light of the fact that their general job aspiration level and educational aspiration level were quite low. Even so, they aspired to higher level jobs than those of their fathers'. Not only were these girls' careers and educational aspirations low, but they perceived their families as having even lower career aspirations for them. In an environment where apparently little is expected of them, it is not too surprising that they are seen by their peers as being passive, unassertive, and inactive in extracurricular pursuits. An additional piece of evidence that points to these girls' passivity is their own behavioral descriptions in the Social Attitudes Inventory. It may be recalled that they are the highest group in their use of passive coping mechanisms.

These girls' low rating on Coping with Anxiety obtained from Sentence Completion data is in good agreement with the description of these girls given by their peers. These girls described themselves also as being unable to suppress or handle their anxious feelings and as being unable to react in an emotionally neutral manner to stress. That they were described by peers as getting along with authority agreed with their own quite positive attitude toward most authoritative figures.

The evidence these girls gave in the Sentence Completion and in their self-ratings from the BRS regarding Academic Task Achievement was quite contradictory. While they agreed with their peers' evaluation in the BRS that they worked hard, they received the lowest Coping Effectiveness rating of all groups (in Task Achievement) when one considers their Sentence Completion data. This discrepancy may be partially due to a difference in the degree of specificity of the items. In the BRS, all that one must respond to is whether a person "works hard" at his lessons. In the Sentence Completion, one must specify more precisely just what it is that one does when a specific problem arises in school-related work. Perhaps their relatively high standing on the first instrument reflects a somewhat uncritical positive evaluation of their school performance due simply to the fact that they "comply" with instructions given them. When one considers their quite positive attitudes toward adults, coupled with their low aspiration in life, one arrives at the possible conclusion that these girls strived to please their teachers rather than to achieve anything tangible intellectually.

The fact that this group received quite low scores on the Stance and Coping Effectiveness scales summated across areas may quite possibly be an additional piece of information reinforcing the description of this group's being passive since those problem-solving methods rated most effective are those where an individual participated actively in attemption to resolve the various difficulties.

AUSTIN TEN-YEAR-OLD UPPER-MIDDLE CLASS MALES

Aptitude and Achievement

These ten-year-old upper-middle class males were just about average in their standardized Raven scores. They had the lowest average score of the upper-middle samples, but the second highest of the ten-year-old samples.

Their mean standardized Math Achievement score was the third from the highest score (and the second highest in the ten-year-old sample); while their standardized Reading Achievement score was fourth from the highest or somewhat in the middle (though, again, second highest among the ten-year-old samples). This Reading score was also the highest of all male groups tested. Their Grade Point Average was the third highest of the groups tested and was the highest of all of the male groups. On Math and Reading Achievement, only, does this group differ significantly from other groups.

Peer Behavior Rating Scales

According to peer ratings, these boys were rated third highest in Aggressive Self-Assertiveness.

In their relationship with adults, they were rated as being slightly below average (fifth ranked). In peer relations, Academic and Non-Academic Task Achievement, coping with Aggression from others, and becoming easily upset, their scores fell in the middle ranks and did not differ significantly from other groups.

Their Summary BRS score placed them somewhat in the middle of the eight groups. They are seen as active outside the classroom and as aggressive and capable of handling aggression from others. However, in their relations with others and in their classroom performance, they are seen as being slightly below average.

Self-Behavior Rating Scales

These boys described themselves as working hard both in their school work (third-highest ranking), and in areas of Nonacademic Task Achievement (second-highest ranking). This self-description placed them at the top of the upper-middle class groups in both areas. They also saw themselves as getting along well with their agemates (third-highest group). Again, this placed them as the highest of the four upper-middle class groups.

They rated themselves as average in getting along with adults and in their ability to stay calm under stress. They also described themselves as not being aggressively self-assertive, being the third from the lowest group in this area.

The summary score for this group's self-ratings placed them as the third highest group and as the highest of the upper-middle class groups. The most striking deviation of these self-ratings from the ratings given them by their peers was in the area of Aggressive Self-Assertion. Their peers ranked them as being third from the highest in this area while these boys rated themselves as third from the lowest, that is, they did not tend to nominate themselves often on this item.

Occupational Values

These boys ranked highest, relative to the ranking given by other groups in their frequency of choice of the value of Following Father's career. They ranked second highest in Creativity and second lowest in frequency of choice of the importance of being with friendly associates, and in their overall choice of Intrinsic type values. They ranked third lowest in the frequency of choice of the value of Esthetics.

Occupational Interest Inventory

These boys received the second highest scores of all groups (and highest of the ten-year-old sample) on both Occupational Aspiration and Expectation. They received the second highest discrepancy score between their aspirations and their expectations, though this was non-significant. There was no significant discrepancy between the status level of these boys' aspirations and that of their father's own occupational level. Neither were there significant discrepancies between either parent's aspirations for the child and the child's own aspirations.

Educational Aspiration

The boys obtained the fourth highest Educational Aspirational level, of all groups tested, but the lowest of all upper-middle class groups. This is somewhat lower than their high Occupational Aspiration and Expectation levels where, in both cases, they achieved the second highest scores of the eight groups.

Social Attitudes Inventory

This group did not differ significantly from the other groups in the number of active or of passive coping choices made, though they were second lowest on Active Coping Insofar as Passive Coping is concerned, these boys fell somewhere in the middle groups which did not differ from each other. These boys were also neither in the high nor the low groups with respect to total amount of active defensive (or noncoping) behavior choices given. However, these boys chose behaviors rated as Passive Defensive less frequently than did any other group. Therefore, these boys apparently did not view themselves as withdrawing or reacting affectively in the face of most problem situations.

Sentence Completion

This group did not differ significantly from other groups on any of the Aggression scales.

With respect to the Authority items, this group expressed the second highest Attitude of all groups toward authority. However, this group's actual behavior in the face of authority problems could not be differentiated from that of other groups on any of the remaining scales.

These boys apparently express or experience negative affect in reaction to anxiety-provoking situations less frequently than do most other groups as they achieved the third-lowest score on Frequency of Negative Affective responses. They also appear to be more capable than most groups of dealing with anxiety in an emotionally neutral manner as they received the third-highest score on Frequency of Neutral Affect. This group's responses were not significantly differentiated from the remaining groups insofar as their scores on the Coping Style or Effectiveness dimensions were concerned.

In the area of Interpersonal Relations,these boys expressed a quite positive attitude toward relations with others (the highest score); however, their score on the Stance and Coping Effectiveness scales were, on the average, quite low. In fact, they ranked next to the lowest on Coping Effectiveness and third lowest on Stance. Apparently, their positive attitude is not accompanied by any willingness to attempt to effectively deal with problems which might arise in this general area.

These boys' responses could not be significantly differentiated from the other seven groups on any of the Task Achievement related scales However, these boys had the second highest "positive" discrepancy score on the Reality/Fantasy Achievement Discrepancy variable. That is, their actual achievement (which is, though not at the top, higher than average) was much greater than their fantasized or reported achievement. The latter, as measured by the Sentence Completion Task Achievement items, was around average.

When the various Sentence Completion scales were summated across the five areas, these boys did not differ significantly from other groups on any of the scales.

This generally positive stated attitude was again evident in these boys' description of the Parent/Child Interaction. They received the highest score on general Parent/Child Interaction and the second highest score on Interaction with Father.

Story Completion

On the Coping Effectiveness ratings, these boys were second lowest on Story Ten (Mother's Authority), but did not differ on any other story. They did not differ from other groups on any of the Coping Style dimensions.

Interpretive Comments

On all measures of Aptitude and Achievement these boys received relatively low scores compared to all other upper-middle class samples. However, in all cases, they scored higher than any of the upper-lower class samples. The fact that they were described by their peers as being somewhat average in their application to their school work is consistent with their rather average Aptitude and Achievement scores. They apparently were not extremely concerned with their present school performance as their fantasized achievement level was significantly lower than their actual performance in school.

Although these boys were apparently not applying themselves to their fullest capacity, they expected to be quite successful in their careers as was indicated by the high occupational level of their job aspirations and expectations, and by their somewhat high educational aspiration level. These boys apparently saw success as something in the future which they did not relate to their everyday academic performance, though they, themselves, felt that their performance was somewhat more adequate than average.

When other nonacademic activities are concerned, the boys were apparently quite active, or so they described themselves in their self-ratings. Their peers saw them as being quite self-assertive. One might assume that their involvement in sports was one of the primary reasons for their being described in this manner.

The fact that they received the lowest Total Passive Defensive score of all groups (Social Attitudes Inventory) strenthens the description given these boys as being active and self-assertive.

However, one would not expect a high degree of delicate social skills to be exhibited by boys of this age group. In fact, though these boys described themselves, in the most general terms, as getting along rather well with peers and as having quite positive attitude toward their peers, there was other evidence indicating that their social skills are somewhat lacking in refinement. That is, these boys indicated that they did not behave in the most effective manner when interpersonal problems arose. This was evidenced by their achieving the second-lowest score on Coping Effectiveness and the third-lowest score on Stance in the area of Interpersonal Relations. They also indicated elsewhere that the relative importance of having agreeable associates was somewhat low in their hierarchy of values with respect to future work.

In contrast to their apparent lack of social maturity and development of social skills was the indication that these boys were quite a bit above average in their emotional maturity or, at least, in their ability to control or deal with their own anxiety and other negative affective states. Their Sentence Completion data indicated that they expressed negative affect in the face of anxiety-provoking situations less frequently than most other groups. They also more frequently utilized neutral affective reactions in the face of anxiety.

Though these boys were rated as being somewhat below average in their reactions to classroom authority they apparently still maintained a very favorable relationship with their parents and with parental authority, as indicated by the Parent/Child Interaction scales of the Sentence Completion. These boys, relative to any other group, more frequently expressed the desire to follow in their fathers' footsteps in the choice of a career, indicating a possible strong identification with the father. Also, they expressed a higher than average overall attitude toward authority in general (both parental and otherwise) and described their relationship with both parents as being more positive than any other group. The only discrepancy in the data concerning their relation with parental authority (mother's) was their quite low Coping Effectiveness score on the parental authority stem of the Story Completion.

In summarizing one might describe these boys as being healthily self-assertive and active with high expectations for themselves and relatively free of worry. They have comparatively positive experiences with their parents which is probably a strong contributor to their comparative security and internal adjustment. They are, as yet, immature in their social skills and interests and have not yet begun to apply themselves academically in a manner comminsurate with their actual capabilities. They may not be motivated by what school has to offer them at this time, being evidently involved in many other active pursuits, such as athletic activities.

AUSTIN TEN-YEAR-OLD UPPER-MIDDLE CLASS FEMALES

Aptitude and Achievement

These upper-middle class ten-year-old females were the second-highest group with respect to their average standardized Raven scores. They achieved the highest score of all ten-year-old groups and were surpassed only by the fourteen-year-old upper-middle class females. Within the ten-year-old sample, however, they differed significantly only from the upper-lower class males.

They obtained the highest standard score on the Math Achievement test of all groups tested and differed significantly from all other groups. In addition, they obtained the highest average standardized score of all groups on the Reading Achievement test where they also differed significantly from other groups. This group's Grade Point Average was the second highest of all groups tested and was the highest of all of the ten-year-old groups. Within the ten-year-old sample, however, they differed significantly only from the upper-lower class males.

Peer Behavior Rating Scales

This group was not rated by their peers as being significantly above average in any area covered by the BRS, except for Authority where they received the fourth highest rating, though the lowest of all female groups. Their peer ratings placed them as one of the middle groups insofar as Academic and Nonacademic Task Achievement is concerned, as well as Interpersonal Relations, becoming easily upset, and Coping with Aggression.

These girls received the second-lowest score on Aggressive Self-Assertion, and the lowest score of all of the ten-year-old groups.

These girls' BRS Summary score again placed them as one of the middle groups though they received the lowest overall score of all of the female groups. Overall, then, these girls, though seen as average in their classroom performance and general relation with others, are seen as being very unassertive.

Self-Behavior Rating Scales

The girls in this group described themselves as being above average only in their relationship with adults, namely, with teachers. That is, they tended to nominate themselves more frequently when this item is involved. In this area their self-description was the second highest of all groups and was the highest of the four upper-middle class groups. In both Academic and Nonacademic Task Achievement, this group rated itself as being about average, although in both cases they received the lowest ranking of any of the ten-year-old groups. These girls also rated themselves as being average in their general relationships with peers as well as in their ability to cope effectively with aggression from others. Once again, in both areas, this group achieved the lowest ranking of any of the ten-year-old groups.

These girls saw themselves as not being self-assertive as they received the second-lowest score of all groups. They were again ranked in the middle with respect to becoming easily upset. The summary Self-BRS score places this group among those groups with somewhat average scores.

The only discrepancy of note was in the area of Authority where these girls' self-ratings described their relations with authority more positively than did the peer rating. All in all, there was rather good consistency between the peer ratings and self-ratings in most areas for this group.

Occupational Values

Esthetics received the second-highest ranking by this group as compared to the ranking given it by other groups, though it was ranked somewhat below average within the group. Altruism received the third-highest ranking,and overall Intrinsic Values also received the third-highest ranking. The value Success and Accomplishment was given the lowest rankings of all groups (relative to the rankings given this value by other groups).

Occupational Interest Inventory

These girls' Mean scores did not differ significantly from other groups on any of these scales except for the Father's Occupation/Child Aspiration Discrepancy score. The objective status level of these girls' job aspirations and expectations did not differ from the other middle groups. They did not differ significantly from other middle groups on the measure of discrepancy between aspiration level and job expectation level. However, there was a significant discrepancy between the status level of the father's own occupation and the level of the child's aspiration. For this group aspired, on the average, to jobs of a lower status level than their own father's occupational level, receiving the second-lowest discrepancy score.

Educational Aspiration

These girls' average aspiration level was the third highest of all groups and differed significantly from other groups.

Social Attitudes Inventory

These girls received the lowest mean score of all groups on the number of Active Coping choices made. However, they were in the middle with respect to the total number of Passive Coping choices which they made. They were among the lowest groups in the amount of defensive behavior they claim to exhibit. They ranked the lowest of the eight groups in the amount of Active Defensive choices made and ranked second to the lowest in the amount of Passive Defensive choices given. One would gather from these responses that these girls saw themselves, relative to other groups, as coping in some manner (probably passively) more frequently than most other groups.

Sentence Completion

These girls did not differ significantly from other groups on any of the Aggression scales. Their scores on most scales were somewhere in the middle ranges and were not distinguishable from other scores in that range.

For the Authority area, again, none of the mean scores for this group differed significantly from those of other groups.

These girls were apparently not very effective at controlling their Negative Affect in the face of anxiety-provoking situations. They were tied with the upper-lower class ten-year-old girls for the highest score with respect to Frequency of Negative Affect experienced in the face of anxiety-provoking situations, though it should be recalled that all mean scores for Negative Affect were rather low. They also obtained the lowest score for Frequency of Neutral Affective reactions which was consistent with their relatively high Frequency of Negative Affective reactions. They fell in the middle range on all other anxiety variables.

These girls earned the second-highest score on Attitude toward Interpersonal Relations of all groups, and the highest of all female groups. In spite of this, however, their scores on the various coping style dimensions for Interpersonal Relations placed them among the middle groups where they were not significantly differentiated from the other middle groups.

In the area of Task Achievement, these girls did not differ in any of their scores from the other seven groups. However, their Reality/Fantasy Achievement Discrepancy score was the highest "positive" discrepancy of all groups. That is, though they reported themselves to be rather average or mediocre in their school work, their actual achievement was of a far greater level than that reported. Thus, these girls underestimated their actually quite high achievement as measured by the various aptitude and achievement indices.

Disregarding the specific area under investigation, these girls had the second highest Total Attitude toward the areas tested of all of the eight groups. However, they did not achieve significantly higher scores in comparison to other groups on any of the overall Coping Style dimension scales or on the overall Coping Effectiveness rating.

With respect to the Parent/Child Interaction items, the mean scores for this group were not significantly different from other groups on any of the four scales.

Story Completion

These girls did not differ significantly from other groups on any of the Coping Effectiveness ratings. They also did not differ on any of the Coping Style dimensions.

Interpretive Comments

Although these girls were not seen by themselves or by their peers as exerting any more than average effort in their schoolwork, their performance and aptitude measures placed them at, or very near, the top on all of these measures. With the exception of their relationships with authority, there was no additional evidence that these girls coped any more effectively in most areas than average. Obviously, however, the Aptitude and Achievement measures speak for themselves. It is, of course, possible that schoolwork was so easy for these girls that they were not compelled to exert any noticeable efforts above and beyond the average effort exerted by school children.

One may wonder if these girls' highly positive relationships with authority (in this case the teachers) may not have had something to do with their successful school performance. Their general Attitude Toward Authority was among the highest of all groups, and they claimed to get along very well with authority in general, and specifically with teachers. Their peers did not rate them this highly, but if there was a tendency for some of these girls to be the "teacher's pet" this may help explain the somewhat less positive description of this relationship given to these girls by their peers. One wonders if there was not somewhat of a tendency on the part of these girls to exhibit a "Pollyanna-like" attitude as they expressed, overall, one of the most positive attitudes toward all areas and individuals of all of the groups tested. Whether this was insincere or whether their experiences with the world had, in fact, been more positive than other groups' experiences was not immediately clear. There was some evidence that these girls possessed a somewhat naive optimism that they will be taken care of without exerting any effort on their own part. This was based upon data concerning their Occupational and Educational Aspirations. Though these girls were from an upper-middle class background, they did not have significantly high job aspirations or expec -

tations. In addition, their aspiration level was lower than was the level of their fathers' actual occupations; and their Educational Aspirations, though significantly high, were not extremely so. These girls were quite impractical with respect to considerations of their future careers. Compared to other groups, they chose relatively more frequently the work values of Esthetics and Altruism, though Esthetics was still ranked somewhat below average compared to other values chosen by this group. These are the sort of idealistic, socially acceptable values which one might expect to be held by a group which has had no real experience in the family with deprivation or worry about financial matters. Compared to the rankings given by other groups, their rating of Success and Accomplishment was the lowest of all groups. This ranking was also low, in the absolute sense, compared to the ranking of other values by this group. This also may indicate a lack of concern with the practical aspects of career success.

These girls were apparently relatively accurate in their general self-descriptions as their Self-Ratings from the BRS agreed substantially with the Peer BRS Ratings. However, they did have the highest Positive Discrepancy score on the Reality/Fantasy Achievement Discrepancy scale. That is, they fantasized achievement of a much lower level than that which they achieved in actuality. They were not self-assertive and were relatively inactive in pursuing Task Achievement activities outside of their schoolwork. In agreement with this description by peers and by themselves is the fact that their Total Active Defensive and Active Coping scores on the Social Attitudes Inventory are the lowest of all groups tested, which certainly suggests a general lack of aggressiveness as a behavior trait. It should be noted here that their Passive Defensive score is second lowest. This leads one to suspect that Passive Coping was the method most frequently employed by these girls. Apparently when these girls did exert efforts to solve problems, these efforts were, in general, neither more nor less effective than average, and were generally of a socially acceptable nature.

In only one area was there any evidence that this group may cope rather poorly. This was in their capacity to control their anxious feelings and to constructively deal with anxiety-provoking situations. In this respect, they were not unlike their upper-lower class female agemates. These girls expressed or experienced negative affect in conjunction with anxiety-provoking situations more frequently than did most other groups, and they were less likely than average to be able to handle these types of situations in an emotionally neutral manner.

It could be hypothesized that these girls have not been greatly motivated by their background and upbringing to focus upon the practical struggle for achievment and future success. Rather, they have been trained to behave in socially acceptable ways which includes doing their schoolwork and getting along well in school but without tying this in with future career successes.

AUSTIN FOURTEEN-YEAR-OLD UPPER-LOWER CLASS MALES

Aptitude and Achievement

This group obtained the second-lowest standardized score on the Raven of all groups (as well as within their own age group), and the lowest of all male groups tested.

On their standardized Math Achievement score they ranked fifth of the eight groups, although they had the highest average score of the upper-lower class sample. They had the second-lowest score in the fourteen-year-old sample. Their average standard score on the Reading Achievement test was the second lowest of all of the groups and the lowest of the fourteen-year-old sample. They differed significantly on both achievement test measures from all other groups tested. They were also the second lowest of all groups with respect to their Grade Point Average and were, again, the lowest fourteen-year-old group tested. However, they differed significantly, within the fourteen-year-old sample, only from the upper-middle class females.

Peer Behavior Rating Scales

In all but two areas, the ratings given to this group by their peers resulted in their obtaining the lowest score of all eight groups. They received the lowest score in both Academic and Nonacademic Task Achievement, in their relationship with adults and with peers, and in their ability to cope effectively with aggression from others. They are seen by their peers as being aggressively self-assertive as they received the second-highest score of all groups.

Their Summary BRS score placed them as the lowest of all eight groups. Overall, then, these boys are seen by their peers in such a way that they appear to be the most poorly adjusted to the school situation of any group tested.

Self-Behavior Rating Scales

These boys rated themselves highly in only one area, that of aggressiveness or Self-Assertion, where their rating placed them as the second highest of the eight groups. They received somewhat average scores in their ability to stay calm under stress and to cope effectively with aggression from others. These boys rated themselves as being very poor in their Task Achievement behavior, both Academic (lowest) and Nonacademic (second lowest) and in their relations with others, both adults (second lowest) and peers (tied for second lowest score). Their Summary Self-Rating score was the lowest of all eight groups tested. In their generally poor descriptions of themselves, these boys were in quite good agreement with the descriptions given them by their peers. Only in the area of coping with aggression from others was there any real discrepancy. Here, while the boys rated themselves as somewhat average, their peers rated them as the lowest of all groups tested. Both ratings agreed on the summary score which ranked these boys as the lowest group of all.

Occupational Values

Relative to the frequency of choice made by other groups, this group chose more frequently the values of Success and Accomplishment and of Security. Security was also the value chosen most frequently by this group compared to the other fourteen values, while Success was ranked only eighth within this group's hierarchy of preferences. They also gave the second-highest comparative rating of all groups to general Extrinsic values. Their rankings, compared to other groups, was the lowest of all on the values of both Altruism and Esthetics, though Altruism was still their fifth-highest ranked value. Esthetics received a low ranking both comparatively and absolutely.

Occupational Interest Inventory

There were no significant subgroup differences observed for Occupational Aspiration, but these boys were significantly low (third lowest) on Expectation. The discrepancy between their expectations and their aspirations was the highest of all groups tested. The discrepancy between the status level of their fathers' occupations and their own aspiration was also the largest of all eight groups. That is, there was a higher average status level for the child's aspiration than the father's own occupational level. The discrepancies between both parents' aspirations for the child and the child's own aspiration level did not differ significantly from the discrepancies observed in the other middle groups.

Educational Aspiration

These boys had a below average Educational Aspiration level compared to the remainder of the groups, that is, they were fourth lowest, but highest of all upper-lower class samples.

Social Attitudes Inventory

According to their self-descriptions, this group did not differ significantly from other groups in the amount of Active Coping behavior or Passive Defensive behavior displayed. They were the second lowest of all groups in the total amount of Passive Coping they claimed to display.

This group appeared to react more frequently to problem-situations with Active Defensive behavior, though the mean score for Active Defensive behavior for all groups was somewhat low. They ranked the highest of all groups in the amount of Active Defensive choices made.

This suggests a relatively high degree of both verbal and physical aggressiveness as a reaction to most problem-situations.

Sentence Completion

These boys did not differ significantly in their scores for any of the scales in the area of Aggression. As a rule, their scores fell into one of the middle groups.

This group also did not differ significantly from other groups on any of the Authority scales.

These boys are apparently rather effective at dealing with problems related to Anxiety. Compared to the other groups, they ranked as the second highest group in their scaled scores for Stance, Coping Effectiveness, and for Frequency of Neutral Affect. In addition, they were the second lowest of all groups in the amount of Negative (depressive or anxious) Affect displayed. Apparently, these boys did not often experience or express these types of Negative Affect, and when they were confronted with an anxiety-provoking situation they usually dealt with it in an effective manner compared to other groups.

Apparently these boys did not have a very high opinion of other people. Their Attitude toward Interpersonal Relations was the lowest of all eight groups. Their scores were in the middle groups, however, on the various Coping Style dimensions. In this area they apparently experienced neither more nor less Affect than other groups in conjunction with interpersonal problems.

In the area of Task Achievement, these boys achieved the highest score of all groups on Engagement, Coping Effectiveness, and Frequency of Neutral Affect. These scores are somewhat suspected when one considers their consistently lower-than-average scores on all measures of Aptitude and Achievement. Indeed, the Reality/Fantasy Achievement Discrepancy score was the highest "negative" score of all groups. That is, these boys fantasized achievement of a much higher level than their performance on any Aptitude or Achievement measures.

Regardless of the area of investigation, these boys had the second lowest Total Attitude of any of the eight groups. None of their other Total scores differed significantly from those of other groups.

This group was not outstanding in its description of the Parent/Child Interaction (with either parent), since they did not differ significantly from the other groups on any of the items relevant to this area.

Story Completion

On the Coping Effectiveness ratings, these boys did not differ significantly from other groups on any of the stories. They also did not differ on any of the Coping Style dimensions.

Interpretive Comments

Upon observing the overall coping behavior of these boys, regardless of the instrument from which the data were obtained, it becomes immediately apparent that these boys were outstanding. That is, their behavior in nearly all areas was extremely poor in comparison to those behaviors which were considered acceptable or effective.

In only one respect did these boys apparently perform better than average and one must question the efficacy of this particular performance in light of the remainder of the data. Their only positive attribute appeared to be their ability to control their anxiety. All Sentence Completion scales dealing with Anxiety placed them close to the top in their ability to handle and cope effectively with anxiety-provoking situations. If this data were in fact accurate, one might be lead to conclude that these boys were not involved or sufficiently concerned with any realistic problems to experience anxiety. On the other hand, the particular subcultural mores may define these boys' roles to be such that one simply does not admit to experiencing anxious or depressive affective states in any situation. Perhaps the explanation lies in a combination of both of these two possibilities.

In the area of Aptitude and Achievement, these boys scored at or near the bottom in nearly every measure. They were rated by themselves and by their peers as being the lowest of all groups in their school performance.

An outstanding inconsistency here may be found in their Task Achievement Coping Effectiveness ratings from their Sentence Completion data. Here, they obtained the highest score of all groups. This resulted in this group's having the highest negative discrepancy score between their actual and fantasized achievement level, since fantasy achievement data were obtained from the Sentence Completion instrument. However, they did not fantasize a high level of achievement in the Story Completion instrument. One cannot feel safe in interpreting this result since it is so inconsistent with the other data for these boys. Of course, there may be something peculiar about the specific Sentence Completion items which lead to this result.

The boys did very poorly in their Interpersonal Relations in general whether with their classmates or with adults. They were described by their classmates and by themselves as getting along poorly with their peers and with authority. They also expressed the lowest Attitude toward general Interpersonal Relationships. In fact, their overall

Attitude, regardless of the specific area or type of individual being evaluated, was the next to lowest of all groups according to these boys' own self-report. They were described as coping poorly with aggression and as being quite aggressively self-assertive.

These boys were not outstanding in their career Aspiration or Expectation levels (though lower than average on the latter); however, relative to the level of their father's job, they have the highest aspiration level of all groups. They also have the highest discrepancy between Aspiration and Expectation. One should not be surprised, in light of their generally poor motivational level, that they did not expect to achieve higher level jobs than they indicated. As one might expect, they appeared to be more concerned with the practical values in relation to future jobs, as evidenced by their fairly low Educational Aspiration and the fact that they chose Security and Success relatively more frequently than did any other group. They also valued more highly than did other groups the general Extrinsic work values. They did not appear to consistently hold any idealistic values with respect to work, and were, comparatively, lowest on Altruism and Esthetics.

The extremely poor performance, attitude, and motivational level of these boys was likely due to an interaction of several factors. Given that their ability level may not be the highest, the school was apparently doing very little to tap any resources which these boys may possess. Then too, their lack of motivation was probably influenced by their subcultural values as instilled by their parents with its de-emphasis on the value of education. When a child of this background interacts with a school system which apparently assumes that everyone desires to be "educated" in a general sense, then the teacher and the child are bound to be working at cross-purposes most of the time.

AUSTIN FOURTEEN-YEAR-OLD UPPER-LOWER CLASS FEMALES

Aptitude and Achievement

This group's average Raven score was the lowest of all groups tested, and their score was significantly different from all other fourteen-year-old groups'. Their average standard score was also the lowest of all groups on the Math Achievement test, and this score was significantly different from all other groups tested. They scored third from the lowest of all groups on the Reading Achievement test and were the lowest of all female groups tested. They were the second lowest of the fourteen-year-old sample and were significantly different from all other groups.

Their Grade Point Average was also third from the lowest and was the lowest of all female groups tested. It was the second-lowest of the fourteen-year-old groups, but was not significantly different from the other middle-scoring groups.

Peer Behavior Rating Scales

These girls were rated by their peers as slightly above average in Academic Task Achievement as well as in their relation with adults and peers. They were ranked as the third highest of the eight groups in all three of these areas. They were ranked in the middle groups in Nonacademic Task Achievement, ability to cope with aggression from others, and in their ability to stay calm in a stressful situation.

They were described as being the least self-assertive of all of the eight groups.

In the Summary BRS ratings, these girls achieved the second-highest ranking of all eight groups tested. Their ranking was the highest of all upper-lower class groups. Thus, though not rated at the top in the four areas used to obtain the summary score, the consistency of their above-average ratings in these four areas resulted in these girls obtaining the second-highest BRS Summary score.

Self-Behavior Rating Scales

These girls described themselves more positively than average in only one area. They saw themselves as remaining calm in a stressful situation and not becoming easily upset (second-highest group).

They described themselves as being somewhat average in their relationships with both adults and with their own agemates (fifth-highest group in both cases). They also rated themselves as being average in their application to schoolwork (fifth-highest group), in the degree of self-assertiveness they exhibited, and in Nonacademic Task Achievement. The Summary score for their self-ratings also placed them in the middle ranks.

While these girls' self-ratings did not differ extremely in any area from those ratings given them by their peers, they were not consistent in any of the seven areas either.

They rated themselves more highly than did their peers in their ability to stay calm under stress and in the degree of self-assertive behavior they exhibited.

In the remaining five areas their self-ratings were lower than those ratings given them by their peers. The largest discrepancy concerns these girls' ability to cope effectively with aggression from others where their self-ratings placed them in the lowest group while the peer-ratings placed them in the fourth-highest group.

Occupational Values

These girls chose more frequently, relative to other groups, the values of wanting to work with Friendly Associates, and in having Variety in a work-situation. Their relative ranking was the second highest of all groups for the values of Altruism, for Self-Satisfaction through doing a good job, and for the importance of attractive Surroundings in a work-situation. Altruism, Associates, and Self-Satisfaction were also the three values chosen most frequently by this group, while Surroundings and Variety were ranked somewhere in the middle by this group. Their choices also resulted in their having the second-highest relative ranking for the Intrinsic values, in general. These girls' comparative ranking was the lowest of all groups for the values of Prestige and for their desire to Follow Father in their career choices.

Their relative ranking of Creativity as an important aspect of work is the second lowest of the groups.

Occupational Interest Inventory

These girls were second lowest of all groups on both Occupational Aspiration and Expectation. They did not differ significantly from other groups on any of the measures of discrepancy whatsoever.

Educational Aspiration

These girls aspired to, on the average, the third lowest educational level of all of the groups tested, and this difference was significant.

Social Attitudes Inventory

This group of girls either did not differ significantly from other groups or fell in the middle range in three of the four classes of behavioral reactions categorized. Only in the total number of Passive Defensive choices made did this group deviate significantly from the other groups. These girls gave more responses classified as Passive Defensive than did any other group, though the mean score for all groups on the Passive Defensive scale was rather low, so that one may not conclude that this type of reaction is the most common one for these girls.

Sentence Completion

In the area of Aggression, these girls' mean scores did not differ significantly from any other middle groups.

In the area of Authority, they received the lowest mean score of all groups on Engagement. Their other scores did not differ significantly from any of the other groups.

These girls were almost completely at the opposite extreme from their male classmates of the same social class in their description of how they reacted to problems in the area of Anxiety. On the Stance and Engagement they received the lowest average score of all eight groups while receiving the second lowest score on Coping Effectiveness. They received the third-lowest score with respect to Frequency of Neutral Affective reactions to anxiety-provoking situations. They also had the third-highest score on Frequency of Negative Affective reactions. Thus, these girls appeared to be rather incapable of handling anxiety in relation to the reported ability of the other seven groups. In fact, regardless of the specific area under consideration, these girls appeared to express more Negative Affect than did the other groups, as they achieved the highest score on the Total Frequency of Negative Affect scale.

This group seemed to be somewhat willing to confront problems with other people as they achieved the third-highest score on the Stance scale. They are among the middle groups, however, on Engagement and on the Evaluation of the Coping Effectiveness of their problem-solving behavior. They did not differ from other groups on any of the Affective scales.

In the area of Task Achievement, these girls received the lowest score of all groups on Engagement and Frequency of Neutral Affect. Their mean scores did not differ significantly from other groups' on any of the other Task Achievement scales.

On the Summary scores, these girls received the lowest ranking of all groups on Engagement and on Frequency of Neutral Affect. They also received the highest rating on Frequency of Negative Affect. On other summary scales, their scores fell into the middle ranges.

In the area of Parent/Child Interaction, these girls differed significantly on only one scale. That is, they were the second lowest of all groups, and lowest of all female groups, on the Interaction with Father scale.

These girls received a somewhat average score on the Reality/Fantasy Achievement Discrepancy score compared to other groups tested. However, they still fantasized a higher level of achievement than their performance indicated. This discrepancy is interesting in light of the fact that while their Aptitude and Achievement measures were uniformly low, their reported achievement on the Task Achievement items of the Sentence Completion were extremely low, also. Their mean discrepancy score did not differ significantly from those of other middle groups.

Story Completion

On the Coping Effectiveness ratings, these girls were highest of all groups on Story Eight (Aggression), Story Ten (Mother's Authority), Story Five (Anxiety), Stories Four and Seven (Interpersonal Relations), and on the Total Coping Effectiveness rating. On the Coping Style dimensions, they were highest on Engagement and on Initiation. Thus, overall, this group scored higher on the Story Completion than did any other group.

Interpretive Comments

The most outstanding feature about these girls' test results was the internal inconsistency of the results obtained from the different instruments in the test battery. Although the results obtained from some instruments were consistent within the given instrument, this was not the case when one compared these results with those from another instrument.

The results obtained from the Aptitude and Achievement measures were all quite consistent with each other. These girls received quite low scores on all of these measures. Though they did not describe their school performance negatively on the self-ratings, their Sentence Completion data in the Task Achievement area indicated somewhat poor performance. According to the description given these girls by their peers, however, they worked rather hard in school. One should take into consideration, however, that approximately half of those rating these girls were likely to be upper-lower class fourteen-year-old males. By comparison to their own performance, these girls probably did apply themselves in school. There was no significant discrepancy between these girls' actual achievement level, low as it was, and their fantasized achievement level. It could be concluded, therefore, that they were not unrealistic in their appraisal of their academic performance.

In line with these girls' apparent lack of interest in their schoolwork was their low job aspiration and expectation level, and educational aspiration. The fact that they ranked at the top, comparatively, in their choices of Associates, Surroundings, and Variety leads one to suspect that their work interests were somewhat superficial and that escape from boredom and friendship was far more important to these girls. The fact that Self-Satisfaction was chosen relatively frequently by these girls should be interpreted only in conjunction with their other choices. This phrase was probably given a more hedonistic than moralistic interpretation by these girls.

Their choice of Altruism was probably related to their relatively great interest in interpersonal concerns which certainly is not unexpected in girls of this age. Their anti-academic orientation was perhaps reflected in their comparatively infrequent choice of the work values of Creativity.

These girls apparently got along fairly well with their agemates as they were so described by their peers and by themselves (in the Sentence Completion instrument). They also achieved the highest Coping Effectiveness rating on both of the two Interpersonal Relations stories from the Story Completion instrument. However, they described themselves in their self-ratings as being somewhat below average in their ability to get along with others. Apparently there were areas of conflict within the general interpersonal sphere as these girls appeared to function fairly adequately in their relationship with their teachers; however, the Parent/Child Interaction items in the Sentence Completion indicated that their relationship with parental authority (father) was somewhat poor. Evidence from the Story Completion indicated that their relation with the mother may be quite good as their Coping Effectiveness rating was the highest of all groups on the item Ten, concerning a problem with parental authority (mother). The fact that these girls were apparently somewhat passive in the school situation may account for the relatively high rating given them by peers in getting along with teachers. Their peers rated them as the lowest of all groups in being aggressively self-assertive (although they rated themselves as being average). They apparently utilized passive defensive mechanisms such as withdrawal or failure to react more frequently than all groups.

Though their peers described them as being average in their ability to handle aggression from others, these girls contradicted themselves in the extreme when they described their own ability to handle aggression. In their self-descriptions, they ranked as the lowest of all groups in their ability to cope with aggression; however, Story Completion data indicates that they considered themselves to handle aggression quite effectively. One possible explanation of this difference lies in the differences between the items in the two instruments. In the self-ratings they were explicitly asked whether or not they could handle aggression from others. The Story Completion item presents one concrete problem which is highly related to the area of Interpersonal Relations. This extended definition of the area for the Story Completion instrument may be partially responsible for the different results obtained.

Apparently, it is in the affective realm as a whole that the greatest contradictions occur for the results are quite inconsistent in the area of Anxiety, also. The peers described these girls as being just slightly better than average in their ability to remain calm when things "go wrong." According to these girls' own self-ratings, they were one of the least easily upset of all eight groups. Story Completion data also indicated a much higher-than-average ability to handle anxiety. In contradiction to this evidence was the fact that on all

Sentence Completion scales these girls received the lowest ratings for coping with anxiety of all of the groups. This is true for Stance, Engagement, and for Coping Effectiveness. They also expressed a greater-than-average amount of Negative Affect in conjunction with anxiety-provoking situations In fact, when one considers the data from the summary scales of the Sentence Completion, this group had the highest Total Frequency of Negative Affect of all groups. It is not readily apparent where the source of this contradiction lies.

Contradictions from Sentence Completion data appeared on some of the summary scales obtained from stories of the Story Completion instrument, as this group received the highest overall score on Engagement and Initiation. More importantly, they received the highest Coping Effectiveness score on five of the eight stories (both Interpersonal Relations stories, plus the Anxiety, Authority, and Aggression stories and the Total Coping Effectiveness score).

At any rate, these girls' extremely high standing on most Story Completion scales does not seem to be in agreement with what was suggested by the remainder of their data. It is possible, of course, that when these girls were allowed to project, using a third person, they simply described more effective and acceptable behaviors than they did when describing themselves or using the first person pronoun. It is certainly possible to be cognizant of reasonable courses of action while accurately describing oneself as failing to follow these same reasonable courses of action

AUSTIN FOURTEEN-YEAR-OLD UPPER-MIDDLE CLASS MALES

Aptitude and Achievement

These boys achieved the third-highest average (age-standardized) Raven score of all groups and their average score was the highest of all male groups tested. This score was the second-highest score in the fourteen-year-old sample and differed significantly from other fourteen-year-old groups.

Their scores were the second highest of all groups on the Math Achievement test. This average score was the highest of all male groups tested and was the highest of fourteen-year-old samples, differing significantly from all other groups

On the Reading Achievement test, their average standard score was fourth from the highest of the eight groups and second highest of the fourteen-year-old groups. They differed significantly from all other groups on this measure. Their Grade Point Average was also fourth from the highest, but it was the lowest of all upper-middle class groups tested. It was the second highest in the fourteen-year-old sample, but did not differ significantly from other middle groups.

Peer Behavior Rating Scales

This group was rated as the highest of the eight groups in Aggressive Self-Assertiveness. As rated by their peers, they were the second lowest of all groups in Academic Task Achievement and the lowest group of the four upper-middle class groups tested. They were also ranked below average in their relations with adults (second lowest) and with their own agemates (third lowest).

This group was described as about average among the eight groups in coping with aggression from others and in their ability to remain calm under stressful situations, although their rating indicated that they were seen as becoming more easily upset than other male groups.

The BRS Summary score for this group did not differ significantly from other middle groups.

Self-Behavior Rating Scales

These boys' self-description places them in the lower ranks with respect to Academic Task Achievement (third from the lowest group). Their self-description also indicated that they perceived themselves as coping poorly with Interpersonal Relations in general. They rated themselves as the lowest of all eight groups in getting along with adults and with their peers. In addition, they described themselves as coping poorly with aggression from others (second lowest mean score). Their self-descriptions place them in the middle rankings with respect to Nonacademic Task Achievement.

These boys viewed themselves as being the most self-assertive of all eight groups. The summary score for this group's self-ratings placed them next to the lowest of all groups tested. These boys' self-ratings agreed, in general, pretty much with those ratings given them by their peers.

Occupational Values

Relative to the number of times chosen by other groups, this group chose the most often the values of Independence, Economic Returns, and Extrinsic values in general. They gave the second-highest comparative rank to the importance of Success and Accomplishment through doing a good job. It should be noted, however, these three values were ranked seventh, eighth, and ninth by this group compared to their ranking of the remainder of the values.

They chose least frequently, compared to the frequency of choice of other groups, the importance of Variety, Intellectual Stimulation, and overall Intrinsic values. They ranked as second lowest,Esthetics, Surroundings, and the desirability of following the father's career.

Altruism received the third-lowest comparative ranking of all of the groups, though it was ranked fourth highest by this group compared to their ranking of other values.

Occupational Interest Inventory

These boys received the highest scores of all groups on both Occupational Aspiration and Expectation levels. The discrepancy between their Aspirations and Expectations was the lowest discrepancy of all groups tested. These boys still aspired to lower-level jobs on the average than was the level of either parent's aspiration for them. This discrepancy in the direction of the parent's aspiring to higher-level jobs for these boys, than did the boys themselves, is the highest discrepancy in this direction of all eight groups.

Educational Aspiration

These boys had the second-highest Educational Aspiration level of all groups tested. This is inconsistent with their very high Occupational Aspiration and Expectation levels. Thus, not only did these boys aspire to occupations consistent with their social class, but they also appeared to be aware of the educational prerequisites necessary for fulfilling these aspirations.

Social Attitudes Inventory

These boys did not differ from any of the other groups in the total amount of Active Coping choices They fell into the middle range in the number of Active Defensive choices made. They were outstanding in the number of Passive Coping and Passive Defensive choices made. They ranked as the lowest of all eight groups in their frequency of choice of Passive Coping and as third lowest in their Passive Defensive choices. Thus, they apparently did not see themselves as reacting to problems by accepting or enduring the situation, by complying with the particulars of the problem-situation, or by reacting in a passive non-coping manner.

Sentence Completion

These boys were not outstanding in their average scores on any of the Aggression scales.

They apparently possessed a quite negative attitude toward authority, as this group achieved the lowest score of all of the groups on the Attitude Toward Authority scale. They did not differ significantly from other groups, however, in their reported behavior when faced with problems concerning authority.

These boys apparently shared in common with the upper-lower class fourteen-year-old males the ability to deal constructively and unemotionally with Anxiety. They had the highest scores on Stance, Coping Effectiveness, and Frequency of Neutral Affect. As might be expected, they had the lowest score of all groups on Frequency of Negative Affect.

These boys also saw themselves as being quite capable of handling problems in the area of Interpersonal Relations, in spite of the fact that their Attitude toward Interpersonal Relations is second lowest of all groups. This was evidenced by the fact that they achieved the highest average score of all groups on the Stance scale, and the second highest on Coping Effectiveness. They also achieved the highest score on Frequency of Neutral Affective reactions and the lowest score of all groups on Frequency of Negative Affect when confronting interpersonal problems.

This group did not differ from other groups on any of the Task Achievement related scales. These boys achieved the second-lowest discrepancy score of all groups tested. That is, though they tended very slightly to underestimate their medium to high Aptitude and Achievement, this discrepancy was too small to reach significance and did not differ from other middle groups. Thus, these boys apparently perceived their actual level of achievement rather accurately.

When summating the scaled scores across the five areas, these boys stood out as being quite high on four of these overall scales. They received the highest average score for the total amount of Neutral Affect expressed. They also were the highest of all eight groups tested on Coping Effectiveness, Stance, and Engagement. They received the lowest score on Frequency of Negative Affect. In contradistinction to this positive picture portrayed was their quite low general attitude toward the various areas under study. They received the lowest score on Total Attitude of all groups tested.

On the Parent/Child Interaction items, this group was outstanding on two of the scales. They received the lowest scores of all groups on general Parent/Child Interaction and on Interaction with Father.

Story Completion

On the Coping Effectiveness ratings, these boys did not differ significantly from other groups on any of the stories. They received the highest score of all groups on Sociability. They did not differ from other groups on any of the Coping Style dimensions.

Interpretive Comments

It is not too difficult to arrive at the conclusion that, in relation to their capacity, these boys were not working very hard in school. Only in Math Achievement did these boys receive a high score (second highest). In Reading and in their Grade Point Average, while above average, they received the lowest scores of all upper-middle class groups. They certainly were seen as being poor performers in school by their peers and even the boys themselves rated their schoolwork rather poorly. The fact that the discrepancy between their actual performance and their fantasized achievement level was not significant also indicated that they perceived their behavior in this area fairly accurately. Their career Aspirations and Expectations were significantly high compared to other groups, and they had the lowest discrepancy between Aspiration and Expectation of all groups However, their own aspirations were lower than the aspirations they felt that either parent held for them. The work values chosen by these boys reflected to a great degree their middle-class background and were in harmony with their high expectation levels These boys chose Independence, Success and Accomplishment, and Economic Returns as values more frequently than did other groups (though Independence was still chosen relatively infrequently compared to other values chosen by this group). In fact, their overall frequency of choice of Extrinsic values, in general, was the highest of all groups. This may indicate their concern with the results of success and the symbols associated with success, rather than with the enjoyment of any particular type of work for its own sake. Also, they were the lowest of all groups in their frequency of choice of Intrinsic values, in general, and chose comparatively less often Altruism, Esthetics, Intellectual Stimulation, and Variety (all Intrinsic), plus Surroundings.

These boys appeared to have some difficulties in the realm of Interpersonal Relations, especially in their relationship to Authority. It is not completely clear whether their difficulties with Authority were completely generalized or whether they were in relation to a specific subclass of authority, such as school authority or to their parents, though evidence indicated that there was trouble with both types of authority. On the Parent/Child Interaction items, they received the lowest score of all groups on general Parent/Child Interaction as well as, specifically, on Interaction with Father Their peers rated them as being very poor in getting along with school authorities and they rated themselves in this area as being the lowest group of all. Data obtained from the Sentence Completion was in incomplete agreement as here they achieved the lowest score of all groups on their Attitude Toward all Authority. This was probably one of the factors underlying their relatively frequent choice of work value of Independence, if their relations with authority were, indeed, so poor as indicated. This poor relationship with authority was also probably partially responsible for their somewhat mediocre performance in school

In the general area of Interpersonal, or Peer, Realtions, there is contradictory data which needs to be reconciled in some manner. These boys were rated by their peers and by themselves (in the BRS) as getting along poorly with their classmates They were also described by peers as being extremely self-assertive and as coping poorly with aggression from others. In this description, the boys themselves completely agreed. They appeared to be acutely aware of their own shortcomings in this area. They stood very low on the overall BRS ratings as described by the peers and by themselves. In direct contradiction to these data,however,were the data obtained from the Sentence and Story Completion instruments. For, according to this latter data, these boys excelled in most areas of Interpersonal Relations, though they had a poor Attitude Toward Interpersonal Relations. This was true for some Coping Style dimensions, for Coping Effectiveness, and for their ability to deal with interpersonal problems in an emotionally neutral manner. From Story Completion, they also received the highest Sociability score of all groups. In fact, when one observes the summary scores obtained from the Sentence Completion, it may be noted that these boys stood extremely high in their overall Stance, Engagement, and Coping Effectiveness scores, regardless of the problem area to which they were reacting. Can this difference be reconciled by a close scrutiny of the differences in stimuli being responded to? It should be noted once again that the behavior rating scale item was both very general, calling for overall results ("who works best with......."), and very specific in that it focused on "works best" rather than "getting along" in general. The Sentence Completion items presented a comparatively specific problem and asked the subject to state how he would handle such a problem. These problems were not related to "working with other people." Perhaps the selected list of problems did not cover the entire spectrum of interpersonal problems daily encountered by these boys. Perhaps they usually behaved quite competently in the face of problem-situations such as were mentioned in the Sentence Completion, but nevertheless did not manage to get along well with their peers because of interactions not described in the latter instrument. One clue lies in relationships between Affect and Coping behavior in the Sentence Completion. These boys, in general, did not apparently express a great deal of anxiety or depression. There was a high negative correlation between Coping behavior and Frequency of Negative Affect in the responses given to the Sentence Completion instrument. Therefore, the Coping Style and Effectiveness scores may have been inflated for this group because of their low Frequency of Negative Affective responses. Their apparent extreme self-assertiveness (as evidenced in both the Peer BRS and the Self-Ratings,as well as being indirectly indicated in the SAI) was probably a contributor to their low reputation in the area of Interpersonal Relations. The use of the phrase "work best ......" may also have been partially responsible for this discrepancy. If these boys interpreted "work best with" as being related in any manner to schoolwork, one might suspect their ratings would not be extremely high when one considers the somewhat mediocre school performance exhibited by these boys. Data from the Sentence Completion indicated that these boys saw themselves as not becoming easily upset, although their peers saw them as being average in this respect.

In summary, it may be hypothesized that, although these boys were bright, they were not particularly motivated by their schoolwork. Though they expected to do well in life, they apparently did not see a direct relationship between current academic performance and later career success. They may have found school unchallenging at this particular academic level, but their poor relations with and attitudes toward authority were probably partially responsible for their lack of intense effort in their schoolwork.

Though they probably were aware of the effective and correct interpersonal behaviors, their general relations with others were apparently somewhat stormy and conflictual at this stage in their social development.

AUSTIN FOURTEEN-YEAR-OLD UPPER-MIDDLE CLASS FEMALES

Aptitude and Achievement

These girls had the highest average score on the Raven of all groups tested. They differed significantly from all other fourteen-year-old groups.

On the Math Achievement test, their average standard score was the fourth from the highest; however, it was the lowest of all upper-middle class groups tested. It was the second highest among the fourteen-year-old groups and differed significantly from all other groups tested.

On the other hand, their average standard score on the Reading Achievement test was the second highest of all groups tested and is the highest of all fourteen-year-old groups, differing significantly from all other groups tested They also obtained the highest Grade Point Average of all groups.

Peer Behavior Rating Scales

As seen by their peers, this group of girls ranked highest of all eight groups on five of the seven areas sampled by the instrument. They were rated as highest in both Academic and Nonacademic Task Achievement In addition, their ratings placed them at the top in getting along with both adults and their peers as well as in coping most effectively with aggression from others. This group was seen as being below average in the amount of aggressive Self-Assertion displayed (fourth lowest) although they were rated as the highest of all of the female groups in this area In their ability to stay calm in stressful situations, this group did not differ significantly from other groups.

Needless to say, this group's BRS Summary score placed them as the highest of the eight groups tested.

Self-Behavior Rating Scales

These girls rated themselves as being higher than average in only two of the seven areas. Their self-description results in their being ranked as the highest group in their ability to remain calm in a stressful situation. They also rated themselves as being more aggressively self-assertive than average (third highest) and as the most self-assertive of all the female groups. Other than in the abovementioned two areas, however, this group's self-ratings uniformly placed them in the lower ranks. They saw themselves as not working hard in school or in extra-curricular activities (seventh, and eighth ranked). They described themselves as being very poor in their relations with both adults and their own agemates (third lowest, and tied for second lowest). In their Summary score, they were tied with the males of their own age and social class for the second-lowest score.

In their self-description, this group was extremely deviant from the descriptions given them by their peers. Although they rated themselves more highly than did their peers on staying calm and being self-assertive, the reverse was the case for the other five areas. These girls' low rating of themselves in the other areas were in extreme conflict with the top ratings (number one ranked in all cases) given these girls by their peers. Upon perusal of the raw data of the self-ratings for these girls, the reason for this deviant self-description becomes rather apparent. That is, these girls simply seldom rated themselves at all. This resulted in their low scores as other groups more often nominated themselves (positively).

Occupational Values

These girls chose the most frequently, relative to the frequency of choice made by other groups, the values of Altruism, Self-Satisfaction through doing a good job, and Total Intrinsic values. Their ratings placed them as the second highest for Associates and as third highest on Esthetics as a work value. Only Esthetics received a low rank compared to the other values chosen by this group.

These girls valued as least important, compared to other groups tested, the values of Creativity, Security, Economic Returns, and Surroundings in a work setting. Security, however, was the fifth most frequently chosen value for this group. They also gave the lowest relative ranking of all groups to Extrinsic values in general. They gave the third-lowest ranking to the desirability of following in the father's career.

Occupational Interest Inventory

These girls did not differ significantly from any of the other eight groups on Occupational Aspirations. However, they were third highest (and highest of all female groups) on Occupational Expectation. The discrepancy between the status levels of their job expectations and aspirations did not differ from that of other groups tested. However, relative to the status level of the Father's Occupation, these girls aspired to the lowest status level jobs of all groups. That is, the discrepancy between the Father's Occupation and the Child's Aspiration was the greatest of the eight groups in the aforementioned direction. The discrepancy between both parent's aspirations for the child and the child's own aspiration level did not differ significantly from the discrepancies observed in other groups.

Educational Aspiration

These girls had the highest Educational Aspiration of all groups tested. Their Educational Aspiration was somewhat higher than was either their Occupational Aspiration or Expectation.

Social Attitudes Inventory

These girls received the highest average score of all groups in the total number of Active Coping choices made. Their mean score for Passive Coping was around average and did not differ significantly from other middle groups'. Apparently these girls actively attempted to resolve problems to a greater degree than did they acquiesce, accept, or comply in the face of problems. They received the second lowest score of all groups on the total number of Active Defensive choices given. They ranked in the middle groups with respect to their mean score on Passive Defensive reactions.

Sentence Completion

This group of girls appeared to be the most effective of all groups in handling problems in the area of Aggression (whether aggression from others or handling one's own aggressive feelings). They achieved, on the average, the highest scores of all groups on Stance and Engagement. Though nonsignificant, their scores on the remainder of the Aggression scales were also high.

Although these girls appeared to have a relatively low opinion of authority (second to lowest on the Attitude Toward Authority scale), they apparently confronted problems with authorities relatively more often than other groups. Their Stance score was the highest of all groups. They did not differ significantly from other groups on the remainder of the Authority scales.

These girls' scores were not found in either extreme on any of the scales describing behavior in the face of anxiety-provoking situations. Their scores fell in the middle groups in all cases where they could not be distinguished from other groups in the middle range.

This group appeared to be rather effective in their handling of problems in the area of Interpersonal Relations. They received the second-highest score on the Stance scale, and the highest scores on Engagement and Coping Effectiveness with interpersonal problems.

In the Task Achievement area, although this group did not differ significantly from other groups in the types of behavior exhibited or in the attitudes expressed, they did express Positive Affect toward Task Achievement-related problems more frequently than did any other group. On the Reality/Fantasy Achievement Discrepancy dimension, these girls received one of the lowest discrepancy scores (third lowest). That is, in light of their high actual performance on the various Aptitude and Achievement measures, they tended to slightly underestimate their actual performance, though this underestimation was quite small.

In summating scores across the five areas under investigation, this group was outstanding in three of these total scores. They achieved the second-highest overall Stance and Coping Effectiveness scores. Also, they expressed Positive Affect more frequently than did any other group. Thus, these girls apparently viewed themselves as being quite capable of handling problems in all areas.

This group did not significantly differ from the average on any of the Parent/Child Interaction items.

Story Completion

On the Coping Effectiveness ratings, these girls scored second highest on Story Ten (Mother's Authority), and on Story Seven (Interpersonal Relations). They did not differ significantly from other groups on any of the Coping Style dimensions.

Interpretive Comments

Except for Math Achievement, these girls scored right at the very top on all Aptitude and Achievement measures. The fact that they had the highest Grade Point Average of all eight groups certainly suggests that they were applying themselves quite actively in their schoolwork, in comparison with other groups. Data from the Peer BRS were in agreement with this supposition as they received the highest rating from their peers of all groups in the area of Academic Task Achievement. These girls themselves more frequently expressed Positive Affect toward Task Achievement-related activities; however, they apparently had a strong tendency to underevaluate their own performance. Extreme evidence of their underevaluation of their performance was obtained from the Self-Ratings of the Behavior Rating scales. Here, they rated themselves as the second lowest of all groups tested in Academic Task Achievement. One possible explanation could be that these girls had higher standards for their own performance relative to those standards held by other groups. (It should be noted, here, that data from the remainder of the Self-Ratings were in complete contradiction to the remainder of the data gathered about and from these girls.)

In line with their competent performance in school was their relatively high educational and job aspiration levels. Though they were only the third highest of the eight groups in both cases, they aspired on the average to the highest level of education and careers of any of the female groups. Even so, they had the highest negative discrepancy between the level of their Father's Occupation and their own career aspirations. That is, they aspired to lower level jobs, on the average, than those held by their fathers. The relative frequency of choice of certain work values exhibited by these girls suggests that they possessed an idealistic interest in others and that they were concerned with the internal satisfactions obtained from being with and helping others. They ranked extremely high (compared to the ranking given by other groups) the values of Altruism, Esthetics, Self-Satisfaction, and the importance of Associates. In addition, they chose Intrinsic values of all varieties more frequently than did any other group. They chose Extrinsic values (such as Security, Economic Returns, Surroundings) less frequently that did any other group. Thus, this desire to help others was apparently accompanied by a relative lack of interest in the truly practical aspects of occupational and career choices. It is not clear how much of this altruistic interest in others was sincere and how much of it stemmed from the subcultural role expectations for these girls to be charitable and help others.

In the general area of Interpersonal Relations, these girls appeared to handle problems quite competently compared to other groups, though they apparently held Authority, in general, in rather low esteem. Their peers gave them the highest rating of all groups with respect to getting along with school authorities and peers alike. In addition, on the Sentence Completion instrument, these girls received one of the highest Engagement and Coping Effectiveness ratings of the eight groups. (Other evidence that these girls handled interpersonal problems effectively may be obtained from the same instrument in the scale scores for the area of Aggression. Here, the girls achieved the highest scores for Stance, Engagement, and Coping Effectiveness indicating that they coped effectively with aggression from others as well as with their own aggressive feelings.)

Though they received the highest score on Stance in the area of Authority, as well as the second-highest Story Completion Coping Effectiveness rating (Mother's Authority), their expressed Attitude Toward Authority was the second lowest of all groups tested. This suggests a bit of hypocracy on the part of these girls since they apparently got along quite well with a class of individuals whom they held in low esteem. On the other hand, effective coping in an adolescent demands that one be able to get along with authority regardless of one's attitude toward these adults with whom one must interact.

So well did these girls apparently handle problems similar to those presented in the Sentence Completion instrument that they achieved the highest overall Stance and Engagement scores and the second-highest score on overall Coping Effectiveness.

The interesting discrepancy in these girls' data was in their BRS Self-Ratings. On the surface, these self-ratings for each separate area, as well as for the summary ratings, appeared to be in almost direct contradiction to the ratings given them by their peers. Without perusal of the raw data for this group, this discrepancy was quite confusing as it was so extremely deviant from other data. However, when it was observed that these girls simply did not nominate themselves at all, this necessitated a reevaluation of what was actually occurring for this group. These girls did not nominate themselves. There was a tendency among all fourteen-year-old groups not to nominate themselves (positively) as compared to the frequency of positive nominations among ten-year-olds. This relatively low overall self-rating achieved, because of this tendency, was outstanding for these girls only because it was in such direct opposition to the ratings given them by their peers. This failure to nominate oneself then was apparently a developmental tendency which may be related to decrease in egocentrism with age, along with an accompanying increase in the ability of older children to make accurate judgments (whether positive or negative) of others. Of course, there was one other possible explanation. The ten-year-old children tended to ask of the test administrator questions more frequently (and so that the whole classroom could hear). Thus, it may have been that more ten-year-olds became aware of the fact that it was permissible to nominate themselves, as well as other classmates, and then proceeded to do so. The actual explanation may involve both factors mentioned above.

ANOVA OF MEANS.
AUSTIN SAMPLE DIFFERENCES BY AGE, SOCIOECONOMIC STATUS, AND SEX

APTITUDE AND ACHIEVEMENT

Age

No systematic age differences appeared in the analysis, which is exactly the way it should be since the instruments were standardized within the age groups. There were, however, certain significant interaction effects showing a different pattern at the two age levels. On the Raven at the ten-year-old level, the middle-class children excelled the working-class children. The same discrepancy not only appeared at the fourteen-year-old level, but it was doubled in size so that the upper-middle class fourteen-year-olds excelled the working-class children of that age by a much greater margin in their Aptitude scores. At age ten, the girls excelled the boys on their Math test scores. This pattern was reversed such that at age fourteen the boys excelled the girls. No other significant interaction effects with age appeared in the analysis of these measurements

Socioeconomic Status

Upper-middle class children uniformly excelled the working-class children on all of the Aptitude and Achievement measures: the Raven Aptitude test, the Math and Reading tests, and the Grade Point Average. Other than the Age x SES interaction mentioned above, there were no significant interactions involving social class

Sex

Although there were no systematic sex differences in the Raven scores or the Math Achievement scores, there was a general superiority of the girls over the boys in both their Reading Achievement scores and their Grade Point Averages

PEER BEHAVIOR RATING SCALES

Interpretive Restrictions

Because the ten-year-old children were not only in different classes, but in different schools from the fourteen-year-olds, the reference populations for the behavior ratings of the two age groups were completely different. Consequently, it is not valid or meaningful to compare scores across the two age groups as a whole However, it is meaningful to compare differences within the two age groups

An important reservation must be noted in discussing any results from the Peer Behavior Rating Scales which involves class, either as a main effect or as part of an interaction effect. While none of the schools sampled in Austin were homogeneous for socioeconomic status, the children were somewhat segregated by status into different schools because of residential differences. In any given class, there would be some upper-middle class children and some working-class children, but the proportion varied considerably from school to school. In some classes, there may have been only a few members of one or the other status level. Thus, these ratings do not reflect the ideal heterogeneous situation in which all children could select from among representatives of a full-balanced social status range in making their ratings on the BRS items.

Age

Only one Age main effect was observed and this was for the variable of Self-Assertion. Here, the fourteen-year-old received higher scores than did the ten-year-olds. An examination of the data revealed a large number of significant interactions within the two age groups which can be discussed. On the first Peer BRS item, Academic Task Achievement, at age ten the working-class children were rated more positively than were the upper-middle class children. At age fourteen, on the other hand, the upper-middle class children received the superior ratings in comparison to their upper-lower class agemates. Also, for Academic Task Achievement, though the females excelled the males at both age levels, this difference in favor of the females was significantly greater among the fourteen-year-olds than among the ten-year-old sample.

On Nonacademic Task Achievement, at age ten the boys were rated superior, whereas at age fourteen girls were rated superior. In addition, whereas at both age levels the upper-middle class children excelled the upper-lower class children, this difference in favor of the upper-middle class was significantly greater at age fourteen than at age ten.

In getting along with teacher and other adults, the females excelled at both age levels, however, at age fourteen this difference in favor of the females was significantly greater than at age ten.

On the item concerning relationships with other children, at age ten the lower-class children actually received higher ratings than the middle-class children, whereas at fourteen this was reversed. At age ten, the girls excelled the boys in their peer ratings for getting along well with other children and by fourteen this sex difference was even more accentuated in favor of the girls.

On the fifth item, which rates resistance to becoming emotionally upset, the boys had a very strong superiority over the girls in the ten-year-old ratings, but in the fourteen-year-old group this difference, though still present, was less marked in favor of the boys.

On the seventh item, coping with aggressive behavior from others, the ten-year-old girls received better ratings than the ten-year-old boys. By age fourteen this superiority of girls over boys was even more marked.

In the summary score derived from the first four items of the BRS, ten-year-old lower-class children were generally rated higher than the ten-year-old upper-middle class children. But at age fourteen, this general rating was reversed with the upper-middle class children being rated superior to their upper-lower class agemates. Also, in the summary scores, there was an Age x Sex difference At both age levels, the females received the higher scores; however, by age fourteen this superiority of the girls over the boys was significantly greater than among the ten-year-old sample

Socioeconomic Status

Remembering the BRS social status discussion mentioned earlier, it can be noted that on the Nonacademic Task Achievement scale, the middle-class children received better ratings than the working-class children. The only other item showing a generalized class difference was the one for coping with aggression. Here, too, the middle-class children excelled the lower-class children according to their classmates' ratings.

Sex

The girls exceeded the boys in reputation on Academic Task Achievement, in getting along with teachers, in getting along with agemates, and in dealing effectively with aggressive behavior from others. Indeed, they excelled the males in the summary score in the first four items. The boys, however, excelled the girls in resistance to becoming emotionally upset and as being more assertive than girls, as might be expected.

There is one item which showed a sex difference that is contrary to traditional American folklore That is the fact that girls were considered superior to the boys in dealing with aggressive behavior in others Apparently the feminine mode of reaction, which tends to be more one of reasoning, discussing or calming down the aggressor, was considered by both boys and girls, at both social levels, superior to the male reaction which tends to be more one of the direct, immediate counter-attack against the aggressor, particularly at the working-class level

SELF-BEHAVIOR RATING SCALES

Interpretive Restrictions

At some stations, some of, perhaps all, subgroups of the sample will have been rated in classes segregated by sex. This should be pointed out prior to statement of results. There is one other extremely crucial point which must be kept in mind at all times when interpreting Self-BRS data. That is the following: very,very few children actually rate themselves negatively. For the overwhelming majority of children, the scores received on the self-rating are of two types only; they either nominate themselves positively or they do not nominate themselves at all. Therefore, those groups receiving the lowest scores on the self-ratings of the BRS are the groups where subjects less often nominate themselves, not groups which evaluate themselves negatively. One could postulate a certain degree of egocentric behavior to be present in those individuals or groups who more often nominate themselves (positively). Since this type of egocentrism and lack of careful consideration of the behavior of others is most often found (as a normal developmental phase) in younger children, one should not be surprised at the higher self-ratings almost consistently earned by the ten-year-old sample. One must be very careful to never describe a group as rating themselves negatively. Rather, they simply, as a rule, fail to nominate themselves at all.

Age

On every one of the items, except number six, dealing with Self-Assertion, the ten-year-olds gave themselves higher ratings than did the fourteen-year-olds. This difference is clear and systematic. The ten-year-olds had a considerably more optimistic picture of themselves than did the fourteen-year-olds, with the exception that fourteen-year-olds saw themselves as more self-assertive. Item six, however, is not correlated with the other items and has at best an ambiguous meaning as to its desirability in the eyes of the children.

For Academic Task Achievement there was a significant Age x SES interaction. At ten the working-class children rated themselves higher than did the middle-class children. At fourteen this difference was reversed to a mild but significant degree so that the upper-middle class children gave themselves more favorable ratings than did the working class. On the second item, Nonacademic Task Achievement, the males rated themselves higher than the females at both age levels, but at age ten, this superiority of the males was significantly greater than it was at age fourteen. On the fifth item, dealing with emotional stability, at both age levels, the girls rated themselves more favorably than did the males. However, this superiority of the girls at remaining calm was significantly greater at age fourteen than at age ten. On item seven, Coping with Aggression, the upper-lower class children,at both age levels,received the higher scores; however, this superiority of the upper-lower class was significantly greater in the ten-year-old sample than in the fourteen-year-old sample.

Socioeconomic Status

Systematic status differences appeared on only two of the self-rating scales. On the item concerning the ability to cope with aggression, the lower-class children gave themselves higher self-ratings than did the middle-class children. On the item concerning resistance to emotional upset, the upper-middle class children gave themselves higher self-ratings than did the lower-class children.

There was a direct contradiction on the seventh item between self-ratings and peer ratings. Although classmates judged middle-class children to deal more effectively with aggressive behavior than did lower-class children, the lower-class children rated themselves higher on this characteristic than did the middle-class children. In the light of the earlier discussion of the Peer BRS ratings on this scale, it may be relevant that females were considered superior to males, overall.

Sex

There was a general Sex difference on four of the seven items. On Nonacademic Task Achievement, the self-ratings of the boys were higher than the self-ratings of the girls. This same kind of difference appeared on the scale concerned with self-assertiveness. On the items having to do with getting along with teachers and with resistance to emotional upset, the self-ratings of girls were above the self-ratings of boys.

OCCUPATIONAL VALUES

Age

The ten-year-old sample chose significantly more frequently than did the fourteen-year-old sample, the following variables: Esthetics, Creativity, Prestige, and Following the Father's Career.

The fourteen-year-old sample, on the other hand, chose significantly more frequently the values of: Altruism, Independence, Success and Accomplishment, Self-Satisfaction, Security, and Associates.

Age x SES: A significant interaction effect between age and socioeconomic status occurred with the value Security. Here, the upper-lower class fourteen-year-olds chose Security more frequently than did the upper-lower class ten-year-olds. In the upper-middle class, this effect was reversed and the ten-year-olds chose Security more frequently than did the fourteen-year-olds. Looking at this interaction in another way, in the ten-year-old sample, the upper-middle class chose Security more frequently than did the upper-lower class; while in the fourteen-year-old sample, the upper-lower class chose this value more frequently.

Another significant Age x SES interaction occurred with the value Prestige. Here, at the ten-year-old level, the upper-lower class children chose Prestige more frequently than did the upper-middle class, while at the fourteen-year-old level, the upper-middle class chose this value more frequently than did the upper-lower class.

Analysis for four of the values indicated significant Sex x Age interaction effects. For Altruism, while females exceeded males in the frequency of choice of this value at both age levels, the difference (in favor of the females) was much greater at age fourteen than was the difference observed among the ten-year-old sample.

A similar situation existed with the value of Security. Here, the males exceeded the females in their frequency of choice of this value at both age levels; however, the difference was significantly greater with the fourteen-year-old sample than that observed with the ten-year-old sample.

For the value Variety, ten-year-old males chose the value more frequently than did fourteen-year-old males; however, for the females this age difference was reversed and the fourteen-year-olds chose Variety more often than did the ten-year-old sample. Looking at the interaction another way, at both age levels, females chose Variety more frequently than did males. However, this difference in favor of the females was significantly greater at the fourteen-year-old level than at the ten-year-old level.

Finally, there was an Age x Sex interaction effect for the overall Extrinsic values. Fourteen-year-old males chose Extrinsic types of values more frequently than did the ten-year-old males; however, in the case of the female sample, the ten-year-olds chose these types of values more often than did the fourteen-year-olds. Looking at this interaction in another way, at both age levels the male samples chose Extrinsic values more often than did the females; however, this difference in favor of the males was significantly greater in the ten-year-old sample than in the fourteen-year-old sample.

Socioeconomic Status

The upper-lower class children chose significantly more frequently, compared to the upper-middle class children, the values of: Creativity, Security, Surroundings, and Variety. On the other hand, the upper-middle class children chose more frequently the values of Altruism and of Following Father's Career.

In addition, there were two significant interaction effects between Sex and Socioeconomic Status. The first involved the value of Self-Satisfaction. Here, in both socioeconomic classes, the females chose the value more frequently than did the males; however, in the upper-middle class the difference between the males and the females was much greater than it was in the upper-lower class. Secondly, there was a significant Sex x SES interaction for Economic Returns. For the males, the upper-middle class group chose this value more frequently than did the upper-lower class group. However, for the females, this value was chosen more often by the upper-lower class group than by the upper-middle class. Looking at this interaction in another way, in both the upper-lower and the upper-middle classes, males chose this value more frequently than did females. However, this difference in favor of the males was accentuated to a significant degree in the upper-middle class.

Sex

There were a large number of Sex differences which were detected with this instrument. Females chose more frequently than males, to a significant degree, the values of: Altruism, Esthetics, Self-Satisfaction, Intellectual Stimulation, Associates, Variety, and overall Intrinsic type values in general. Meanwhile, the males significantly chose more frequently the values of: Success and Accomplishment, Creativity, Security, Economic Returns, Following Father's Career, and general Extrinsic types of values.

OCCUPATIONAL INTEREST INVENTORY

Age

The fourteen-year-olds were significantly higher than were the ten-year-olds on both Occupational Aspiration and Expectation.

Three significant interaction effects between socioeconomic class level and age were observed. First, for Occupational Expectation, in both age samples, the upper-middle class children scored higher. However, this difference in favor of the upper-middle class was significantly greater in the fourteen-year-old sample than in the ten-year-old sample. Secondly, among the ten-year-olds, the upper-middle class children obtained a larger discrepancy between their Aspiration and their Expectation levels than did the upper-lower class children. However, among the fourteen-year-olds, the upper-lower class children had a greater discrepancy than did the upper-middle class. Finally, there was a significant Age x SES interaction involving the discrepancy between the father's occupational status level and the status level of the child's aspiration. Here, for the upper-lower class sample, the discrepancy was greater for the fourteen-year-olds than for the ten-year-olds; however, for the upper-middle class sample, the ten-year-old group had the greater discrepancy score. Looking at this interaction in another way, at both age levels, the upper-lower class had a larger discrepancy score than did the upper-middle class. However, this difference was accentuated to a significant degree in the fourteen-year-old sample as compared to the ten-year-old sample. Apparently, relative to the father's occupation, the upper-lower class sample's aspiration level increased with age while upper-middle class's aspiration level decreased somewhat from age ten to fourteen. This latter fact may indicate an increased realism in occupational choice with maturity on the part of the child.

There was one significant Age x Sex interaction for Occupational Aspiration. In both age groups, the males had a higher Aspiration level than did the females. However, this difference in favor of the males was significantly greater in the fourteen-year-old sample than at age ten.

Socioeconomic Status

The upper-middle class was significantly higher on both Occupational Aspiration and Expectation. The upper-lower class obtained a larger discrepancy score between the status level of their father's occupation and their own aspiration level than did the upper-middle class.

There were three significant interaction effects involving Sex x SES. One was in the Father's Occupational Level - Child's Aspiration Level discrepancy score. In this case the discrepancy was greater for the males than for the females in both social classes; however, that discrepancy was significantly larger in the upper-middle class sample than it was in the upper-lower class sample.

There were also significant SES x Sex interactions for both Occupational Aspiration and Expectation. For Aspiration, the males excelled the females in both social classes; however, this difference in favor of the females was significantly greater in the middle-class sample than in the lower-class sample. For Expectation, in the lower class the females had the higher Expectation, while in the middle class the males had higher Expectations.

Sex

Sex differences were observed in five of the Occupational Interest variables. The males were significantly higher on both Occupational Aspiration and Expectation than were the females. The males also had the greater discrepancy between the level of their Father's Occupation and the level of their own Aspiration. Females showed a significantly greater discrepancy than did males between the status level of both the Mother's and the Father's Aspiration for the child and the status level of the Child's own Aspiration, indicating apparently a rather low level of aspiration on the part of both parents for the daughter in comparison to that level to which they aspired for their sons.

EDUCATIONAL ASPIRATION

Age

The fourteen-year-old sample had a significantly higher Educational Aspiration level than did the ten-year-old sample. There were no significant interactions involving Age.

Socioeconomic Status

The upper-middle class children had significantly higher Educational Aspirations than did the upper-lower class children. There were no significant interactions involving SES.

Sex

There was no significant Sex difference in Educational Aspiration.

SOCIAL ATTITUDES INVENTORY

Age

The fourteen-year-old children gave significantly more responses classified as Active Coping than did the ten-year-old children. This fourteen-year-old sample also gave more responses classified as Active Defensive than did the ten-year-old sample. Ten-year-old children, on the other hand, gave significantly more responses of the Passive Coping variety than did the fourteen-year-olds.

Socioeconomic Status

The upper-lower class sample gave significantly more responses classified as Passive Coping than did the upper-middle class sample. In addition, this upper-lower class sample gained a significantly higher score on both Active and Passive Defensive responses in comparison to the upper-middle class.

Sex

Males gave significantly more responses classified as Active Defensive than did females. There were no significant interaction effects observed among any of the variables comparing this instrument.

SENTENCE COMPLETION

Aggression

Age: The fourteen-year-old sample received significantly higher scaled scores compared to the ten-year-old sample on Stance. This was the only significant Age difference in the area of Aggression.

Socioeconomic Status: The upper-middle class children achieved, on the average, significantly higher scores on Stance and Engagement than did the upper-lower class children.

There were significant Sex x SES interaction effects for the dimensions: Frequency of Negative and Frequency of Neutral Affect. Here, in the upper-lower class the females expressed more Negative Affect than did the males, while in the upper-middle class the males expressed more Negative Affect than did the females. With Neutral Affect, in the lower class, the males obtained the higher scores, while in the upper-middle class, the females obtained the higher scores.

Sex: The females received significantly higher scaled scores than did the males on the dimensions of Stance and Engagement.

Authority.

Age: Ten-year-old children expressed, on the average, a more positive Attitude Toward Authority than did fourteen-year-old children. On the other hand, the fourteen-year-old children achieved a higher score on Stance than did the ten-year-olds. There was a significant Age x SES interaction for the variable of Engagement. At the ten-year-old level, the upper-lower class children received the higher score, while at age fourteen, the upper-middle class children received the higher score.

There was one interaction effect observed involving Sex and Age. This was for the variable of Frequency of Negative Affect. In the ten-year-old sample the males gave more Negative Affective responses than did the females. However, at the fourteen-year-old level the females gave the highest number of Negative Affective responses.

Socioeconomic Status: The scores of the upper-middle class children excelled those of the upper-lower class on the dimensions of Stance and Coping Effectiveness.

Sex: There were no significant Sex differences.

Anxiety

Age: The fourteen-year-olds received higher scores than the ten-year-olds on the variable of Frequency of Neutral Affect. The ten-year-old sample, as might be expected, received higher scores on Frequency of Negative Affect.

Socioeconomic Status: The upper-middle class children received higher Stance scores than did the upper-lower class children.

Sex: The males, on the average, received higher scale scores than the females on the dimensions of Stance, Engagement, Coping Effectiveness and Frequency of Neutral Affect. The females, on the other hand, received higher scores on Frequency of Negative Affect than did the males.

Interpersonal Relations

Age: A large number of Age differences were observed for this area. The ten-year-old children obtained significantly higher scale scores than did the fourteen-year-olds on two of the dimensions, those of Attitude Toward Interpersonal Relations, and Frequency of Negative Affect. However, the fourteen-year-olds achieved higher scores than the ten-year-olds on Stance, Engagement, Coping Effectiveness, and Frequency of Neutral Affect.

There were three significant Sex x Age interactions. For Coping Effectiveness, at both age levels, the females obtained higher scores than did the males. However, at the ten-year-old level this difference, in favor of the females, was much greater than it was at the fourteen-year-old level. For the variable of Frequency of Negative Affect, at the ten-year-old level the males received the higher score, while at the fourteen-year-old level the female score was higher than that of the males. Just the opposite result was observed with the variable of Frequency of Neutral Affect. Here, at the ten-year-old level, the female score exceeded the male score, while at the fourteen-year-old level the males obtained the higher score.

Socioeconomic Status: The upper-lower class children obtained higher scores than did the upper-middle class children on Frequency of Negative Affect. However, the upper-middle class children excelled the upper-lower class children in Attitude toward Interpersonal Relations, Stance, Coping Effectiveness and in Frequency of Neutral Affect.

Sex: The females obtained significantly higher scores than the males on Attitude toward Interpersonal Relations and on Coping Effectiveness.

Task Achievement

Age: The fourteen-year-old sample achieved significantly higher scale scores than did the ten-year-old sample on Coping Effectiveness and Frequency of Positive Affect, though in the latter case the mean scores for all groups were quite small.

Socioeconomic Status: The upper-middle class excelled the upper-lower class in the Frequency of Positive Affect responses given. This was the only significant social-class difference.

Sex: The males obtained significantly higher scores than the females on two variables, those of Engagement and of Frequency of Neutral Affect. The females, on the other hand, obtained a significantly higher score on Frequency of Positive Affect responses.

Significant SES x Sex interactions were observed for Stance and Coping Effectiveness. In both cases, in the upper-lower class, the males received higher scores than did the females; while in the upper-middle class, the females received significantly higher scores than did the males.

Total Sentence Completion Scale Scores

Age: The ten-year-old sample received significantly higher total scores than did the fourteen-year-old sample on Total Attitude expressed, and on Total Frequency of Negative Affect. The fourteen-year-olds scored significantly higher than the ten-year-olds, however, on Total Stance and on Total Coping Effectiveness. In addition, they received higher scores on the Total Frequency of Positive Affect expressed, though all mean scores were quite low for this variable.

There was a significant Age x SES interaction for the variable Engagement. In the ten-year-old sample, the upper-lower class children received the higher scores while in the fourteen-year-old sample, the upper-middle class children received the higher scores.

There were two significant interaction effects involving Sex and Age. For the variable Frequency of Neutral Affect, the males received the higher scores at both age levels; however, this difference in favor of the males was significantly larger in the fourteen-year-old sample than in the ten-year-old sample. For the variable of Frequency of Negative Affect, the females received a higher score than the males at both age levels; however, this difference was more pronounced at the fourteen-year-old level than it was at the ten-year-old level.

Socioeconomic Status: The upper-middle class achieved higher total scores than did the upper-lower class on Stance and on Coping Effectiveness. They also received higher scores, on the average, for Total Frequency of Positive Affect. The upper-lower class children received significantly higher scores on Total Frequency of Negative Affect.

Sex: The females received higher scores than the males on Total Attitude, Total Frequency of Negative Affect, and on Total Frequency of Positive Affect. The males received the higher scores on Engagement and Frequency of Neutral Affect.

Parent/Child Interaction

Age: The ten-year-old children gave significantly more responses than did the fourteen-year-old children indicating more positive Parent/Child Interaction with both parents. The ten-year-old sample also reported a more positive interaction with the father than did the fourteen-year-old sample. For the interaction with father scale there was a significant Age x Sex interaction. Among the ten-year-olds, the males received the higher scores; while in the fourteen-year-old sample, the females received the higher scores.

Socioeconomic Status: The upper-middle class sample reported a more favorable interaction with mother than did the upper-lower class. The upper-middle class also reported a higher Self-Image than did the upper-lower class. That is, they viewed both parents as having more positive attitudes toward them. For the Self-Image scale there was a significant Sex x SES interaction. In the upper-lower class the males viewed their parents as having more positive attitudes toward them than did the females. However, in the upper-middle class the females viewed the parents as having the more favorable attitude toward them.

Sex: The female sample gave responses which indicated a more positive interaction with the mother than did the male sample.

Reality/Fantasy Achievement Discrepancy Score

Age: There was no significant Age difference.

Socioeconomic Status: The upper-lower class children had a significantly greater discrepancy score between real and fantasized achievement than did the upper-middle class children. The upper-lower class had a negative discrepancy score almost twice the size of the upper-middle class's positive discrepancy score. For the upper-middle class, the actual level of achievement was greater than was their fantasized achievement level, while for the upper-lower class the opposite type of discrepancy occurred. That is, these children's fantasized achievement level was higher than was their actual level of achievement.

Sex: The real versus fantasy achievement discrepancy score was significantly greater for the females than for the males. In the case of the males, the discrepancy score was negative indicating that their fantasized level of achievement was greater than their actual achievement level. For the females, their actual achievement was greater than their fantasized achievement.

In addition, there was a significant SES x Sex interaction for the Reality/Fantasy Achievement Discrepancy score. Regardless of sex, the upper-lower class children always had "negative" discrepancy scores; while in the upper-middle class, regardless of sex, the children always had "positive" discrepancy scores. That is, upper-lower class children of both sexes overestimated their actual achievement in their fantasy statements; while upper-middle class children underestimated their actual achievement. However, this social class difference was significantly greater among males than among females. This was primarly due to the extremely high "negative" discrepancy score of the upper-lower class males, as compared to the somewhat low "negative" discrepancy score on the part of the upper-lower class females. In the upper-middle class, the discrepancy scores ("positive") were approximately equal for both males and females.

STORY COMPLETION

Age

On the Coping Effectiveness ratings, the fourteen-year-olds scored higher than the ten-year-olds on Story Ten (Mother's Authority), Story Five (Anxiety), and Story Seven (Interpersonal Relations). The ten-year-olds scored higher on Story Six (Nonacademic Task Achievement). The fourteen-year-olds also received higher scores on Sociability. On the Coping Style dimensions, the ten-year-olds scored higher on Stance, while fourteen-year-olds scored higher on Initiation and Implementation.

There were four significant Age x SES interactions for Coping Effectiveness ratings. For Story Five (Anxiety), Stories Four and Seven (Interpersonal Relations), and for Total Coping Effectiveness, at age ten the middle-class children received higher scores, while at age fourteen the lower-class children scored higher. For the Coping Style dimensions, there were also four Age x SES interactions. For Engagement, Initiation, "Affect Tone 1st" (in conjunction with the problem), "Affect Tone 2nd" (in conjunction with the outcome), at age ten the middle class children received higher scores, while at age fourteen the upper-lower class children scored higher. There were no significant Age x Sex interactions.

Socioeconomic Status

On the Coping Effectiveness ratings, there were no social-class differences. The middle-class children received higher scores on Sociability than did lower-class children. On the Coping Style dimensions, also, there were no social-class differences. There was a significant SES x Sex interaction for Sociability. In the lower class the females received higher scores; while in the middle class the males scored higher. There was one additional SES x Sex interaction for Stance. In the lower class the females scored higher; while in the middle class the males scored higher.

Sex

In the Coping Effectiveness ratings, the females received higher scores on Story Eight (Aggression), Story Ten (Mother's Authority), Stories Four and Seven (Interpersonal Relations), Story Six (Non-academic Task Achievement), and on Total Coping Effectiveness. The females also scored higher on Attitude Toward Authority. On the Coping Style dimensions, the females scored higher on Engagement, Initiation, and "Affect Tone 2nd" (in conjunction with the outcome).

INTERPRETIVE COMMENTS

Age

Age differences could occur for several reasons: developmental changes; a difference in sophistication, such that the older children might consciously give more answers they thought socially desirable; or changes in social environment, even over the four years that separate the groups. The last influence seems least likely. A difference in attitude toward the Story Completion instrument was observed among some of the fourteen-year-olds. How much this influenced their scores and how much true developmental change occurred could best be estimated from longitudinal data; although, even there, these factors would be intermixed.

The fourteen-year-olds showed better coping with achievement tasks in the Sentence Completion. This probably represents a genuine developmental improvement over age ten. Some contradictory findings did appear, but with reason to question their validity. The ten-year-olds rated themselves higher (BRS Self-Ratings) in achievement, but they tended to nominate themselves positively on all scales, much more often than did the fourteen-year-olds.

There was an age difference on the Academic Task Achievement item of the Story Completion. On the "broken-kite" story, the ten-year-olds scored higher; but this problem was more age-appropriate for them, it now appears. The older children, when given a problem that seemed too simple for their taste, tended to invent additional obstacles for the hero to overcome. This made their stories more interesting but it often reduced their Coping Effectiveness score.

The age differences observed on the Occupational Values instrument seem to reflect a change from rather naive idealism to a consideration of more realistic aspects of career choice. They also reflected a greater concern, with increasing age, with inner satisfactions, and an increased awareness of the needs of others (i.e., the relatively higher Altruism score at age fourteen). The greater frequency of choice of Altruism and of Associates by the fourteen-year-old sample is probably related to this age group's increased interest in the interpersonal aspects of living. Their greater desire for independence is probably related to their decreasingly positive attitude toward authority. The fourteen-year-olds had a higher level of Occupational Aspiration than the ten-year-olds. This is somewhat surprising, in that many studies have found young children aspiring to high status careers which they are unlikely to achieve -- a wishfulness which they lose as they grow older. Some of this may be due to ten-year-olds naming "glomour" careers that do not possess high status with adults. Nonetheless, it appears that the fourteen-year-olds were genuinely more ambitious for higher level careers which they could see some chance of attaining.

In the realm of Interpersonal Relations there was more consistent evidence that the fourteen-year-old children excelled in their abilities to cope effectively with problems involving other people. The data from the Sentence and Story Completion instruments both indicated a consistent superiority of these older children over the younger ones. The self-ratings from the BRS indicated the opposite effect; however, as has been mentioned previously, these self-appraisals should probably not be taken at face value. The superiority of the older children over the younger in coping effectively with interpersonal problems did not go hand-in-hand with a more positive attitude toward others. The ten-year-old children expressed a more positive attitude toward others than did the fourteen-year-olds. This finding was fairly consistent across the other areas; that is, whereas the older children appeared to excel in coping skills, the younger children expressed the more positive attitudes. Another variable where ten-year-olds consistently received the higher score was that of Frequency of Negative Affect. It is not too surprising that the younger children have less control over their negative feelings. It should be noted here that this was one factor which probably contributed to their lower coping scores in Interpersonal Relations, and in other areas, at least as far as the Sentence Completion is concerned. For when a subject gives a response classified as Negative Affective, by definition he cannot give a coping response, also. Response categories (with only two exceptions) either are effective or they are problem-solving.

The age differences observed in the area of Authority are similar to those observed in Interpersonal Relations, Authority representing a specific sub-variety of Interpersonal Relations. That is, the fourteen-year-old children achieved significantly higher scores on the coping aspects of authority-problems while the ten-year-old children expressed a more positive attitude both toward authority in general and toward parental authority, specifically. This is not an unexpected finding, for adolescence is traditionally the time of rebellion (whether overt or covert) against authority vested in various kinds of people, including parents. It is interesting to see that these adolescents appear to cope effectively, even though their attitude is often negative.

In the area of Aggression, the fourteen-year-olds coped better with Aggression, in the Sentence Completion. There was no comparable age difference on the Aggression item of the Story Completion. On the other hand, on the BRS Self-ratings, the ten-year-olds credited themselves as coping better than the fourteen-year-olds. The truth probably lies closest to the Sentence Completion findings. If fourteen-year-olds did demonstrate superior skills in handling aggressive relations part of the explanation must lie in the fact that they are more capable of controlling their own hostile expressions. This is indicated by the fact that part of the stems from which the Sentence Completion total scale scores were derived were stems which requested information as to how the subject handled his own aggressive feelings, not only how he dealt with aggression from others. Thus, control of direct expression of negative feelings, coupled with the generally higher level of coping with aggressive actions by other people, is probably responsible for the fourteen-year-olds slight superiority.

Evidence from items relating to anxiety-producing situations also indicated an increasing competence with age in handling affective reactions. For here, also, the fourteen-year-olds excelled the ten-year-olds in their handling of anxiety-producing situations, as evidenced by data from both projective instruments. The younger children appeared less able to control the expression of negative feelings than were the older children, a factor which, once again, probably contributed to the superior coping skills evidenced by the fourteen-year-old sample. When considering total scores summated across all areas, the same patterns differentiate the two age groups which were observed in each area studied independently. That is, fourteen-year-old children exhibited more effective coping skills and greater control of negative affect, while ten-year-old children expressed more positive attitudes toward all areas and individuals. One could expect that coping skills would increase with age, as do most other types of skills. It is not unreasonable that general attitudes toward the world should become less positive with the gradual loss of uncritical child-like optimism and faith that experience is likely to bring. This causes some individuals to evaluate negatively what they once may have evaluated positively, but more often it causes them to reduce their unconditional evaluations of any generalized topic, such as "people" or "education." A conditional response does not convey the degree of positiveness that is evident in unconditionally positive reactions.

It is interesting to note (from the Social Attitudes Inventory) that the fourteen-year-old sample excelled the ten-year-old sample not only in Active Coping choices but also in Active Defensive choices. Apparently, with increased age comes an increased willingness to act in face of a problem, regardless of whether or not the action taken is what society would consider to be "good" coping. Ten-year-old children gave more responses classified as "passive coping," that is, they appeared less willing to act and more willing to accept certain problem-situations as inevitable, or, at least, beyond their capabilities to control.

Socioeconomic Status

In any discussion of social class differences there is bound to arise the old argument of hereditary or environmental deficiencies when the lower classes' performances are substantially lower than are the middle or upper-middle classes'. While these data certainly do not resolve that age-old argument, they indicate several directions for further research on this issue.

On all Aptitude and Achievement measures, the upper-middle class excelled the upper-lower class. An Age x Sex interaction for the Raven indicated that this difference, in favor of the upper-middle class, became larger with increasing age. It is interesting to note, in this respect, that not only did this difference become greater but, in addition, while the standard score for the upper-middle class increased somewhat with age, the standard score for the upper-lower class decreased from age ten to age fourteen.

Considering these results, while there may have originally been an innate difference in capacity, this increasing difference with age suggests a progressive influence of environment upon the capabilities of these children. That is, continued environmental deprivation may result in a decrease in "Aptitude" over time while continued environmental enrichment may result in the opposite effect. A longitudinal study of children over the same four-year-time period could more adequately answer this question.

In their schoolwork, the higher status children performed substantially better in mathematics and reading, and received comparatively higher grades, than the children from the skilled working class. The BRS scores on Academic Task Achievement did not reflect this difference, but the BRS Peer ratings on Nonacademic Task Achievement showed the same class differences. Significantly, however, there were almost no class differences on the self-report, or projective, instruments. In light of the real differences in performance, this suggests that at least one of the class groups is quite unrealistic in its self-appraisal -- probably the working-class group. This possibility was tested directly with the Reality/Fantasy Achievement Discrepancy score.

The Reality/Fantasy Achievement Discrepancy data showed the working-class girls and boys to be much less realistic about their school achievement at fourteen than at ten. At the upper-middle class level, the ten-year-olds did not credit themselves with nearly as good work as they actually performed. At fourteen, they were still self-critical, but with much less disparity from the facts. It is as though the working-class children gave up, by fourteen, and resorted to self-comforting illusions that their work was "all right," when in fact it was below average.

The higher status children, on the other hand, seemed to gain self-assurance, while still holding very high standards of performance for themselves.

The upper-lower class expressed significantly lower occupational aspiration and expectation levels as well as lower educational aspirations. They may perform poorly because they do not desire to expect much, or they may not desire or expect much because they know they are currently performing poorly. The data do not decisively favor one explanation. However, regardless of the lower level of aspiration among the upper-lower class, their aspiration level is still greater than the level achieved by their fathers. The difference between the educational aspiration levels of the two socioeconomic classes increases with age. By age fourteen, this discrepancy in favor of the middle-class is larger than it was among the ten-year-olds.

The preferred Occupational Values of these lower-class children reflect, in part, their greater emphasis upon the practical aspects of earning a living, and also indicate a partial awareness of their relatively limited environmental background.

It is interesting here to note a significant Age x SES interaction in the value of Security, for among the lower-class children the frequency of choice of this value increased with age, indicating, perhaps, an increased awareness of the practical needs of steady employment. In the middle-class, the ten-year-olds chose this value more frequently. It could be that by age fourteen, reality for these children includes a certain lack of worry over issues such as the certainty of being employed, since unemployment is not often an issue among those with whom these children associate. Also, noteworthy is the fact that while Prestige was of greater value to the lower class at age ten, by age fourteen the opposite was the case. It may reasonably be hypothesized, in light of other data from the ten-year-old lower-class, that this choice of Prestige is related to a generally unrealistic, rather fanciful view of themselves in relation to the world. At age fourteen it is in line with the mores of the class structure for the upper-middle class to desire prestige, but usually in non-glamorous careers.

That the upper-middle class chose to "Follow Father" more frequently was certainly to be expected, since the fathers of this group held more desirable jobs and there was often a "family tradition" to enter a certain profession. Their greater choice of Altruism also is not unexpected since charitable work for others has usually been a pursuit of the upper-middle class, while the lower classes have been too occupied with their own, individual survival to expend energy being charitable.

In the areas other than Task Achievement there was a consistent tendency for the upper-middle class sample to receive significantly higher scores on the variables than did the upper-lower class sample.

In the area of Interpersonal Relationships, the upper-middle class generally excelled the upper-lower class both in Peer relationships and in relations with Authority. Evidence for this was found in the Sentence Completion and in the Peer BRS. The more positive relationship with Authority found for the middle-class children apparently holds both for parental authority and for authority in the school.

Story Completion data revealed an interesting Age x SES interaction which was present in both stories concerning Interpersonal Relations, as well as in the summary scales. That is, at age ten the upper-middle class children excelled the upper lower class children, while at age fourteen the upper-lower class received the higher scores on both the Coping Style dimensions and on Coping Effectiveness. There were two factors which may have contributed to this consistent interaction effect. First, at age ten a large proportion of upper-lower class children had quite poor writing skills which resulted in illegible, incomplete or irrelevant stories. They also wrote shorter stories, giving fewer details. This resulted in their receiving inferior scores on this instrument. By age fourteen the discrepancy between the two classes (insofar as minimal basic writing skills are concerned) was much less; however, another factor then apparently began influencing the results. For whatever reason, a sizeable proportion of the upper-middle class fourteen-year-old subjects began writing stories that were socially unacceptable and were filled with behavior sequences which lowered the coping score given many of these stories. They expressed a large amount of hostility. They created many, often ridiculous, obstacles for the hero to overcome, often resulting in delayed action being taken, if action were taken at all. Many of these children simply did not take this task seriously. This is possibly one way of expressing hostility toward the testers, or authority in general, as well as indicating some disdain for the task itself. Some of these story-situations were apparently seen as too simple for the children to offer their fullest cooperation. The same results may possibly not have been obtained if the stories had offered more of a challenge for these children. This hypothesis is being made in light of the fact that only for Story Completion data was this particular interaction consistently observed.

In the only other significant Age x SES interaction, involving Interpersonal Relations, just the opposite effect was observed. That is, in the Peer BRS data a lower class superiority at age ten was reversed by age fourteen in favor of the upper-middle class. This interaction was observed in the area of Interpersonal Relations and in the BRS Summary score and did not readily lend itself to an interpretation which is in line with the remainder of the data. What little significant data were available suggested that the upper-middle class also excelled the upper-lower class in the effectiveness with which they delt with Negative Affect from others and in their control of their own negative feelings. This was true for the area of Interpersonal Relations and for the Summary scores across areas, both of which indicated that upper-middle class children expressed less Negative Affect in reaction to problems of any nature. Of course, upper-middle class mores traditionally have emphasized impulse control.

Sex

In the achievement areas of Reading and Grade Point Average, the females excelled the males. An Age x Sex interaction in the Achievement area of Mathematics points to the influence of the cumulative effects over time of Sex role differentiation. For at age ten the females received higher scores than the males in Math, while at age fourteen the males received the higher scores.

Story Completion and BRS data indicated the females performed more effectively in the area of Task Achievement. Females did express a more generally positive attitude toward the area of Task Achievement; but then, they tended to express more positive attitudes, in general, than did males. One Age x Sex interaction obtained from BRS data in the area of Nonacademic Task Achievement was not easily interpretable. At age ten the males received the higher scores; at age fourteen the females achieved the higher scores. It is possible that the ten-year-olds thought of extracurricular activities primarily as sports, and thus rated the boys higher. At age fourteen, however, many social organizations and special interest clubs were most likely considered, along with sports, as extracurricular or nonacademic achievement areas. In these other areas the girls may have been seen as more active, counteracting the male involvement with sports.

In spite of the generally favorable ratings achieved by the females in their current academic work, it was the males who aspired to (and expected to achieve) the higher occupational status levels and educational levels. This is not unexpected, since it is in line with traditional expectations that the male is the provider, and that most women do not aspire primarily to achieving high status through personal success in a career ("Women's Lib", notwithstanding). This generally higher aspiration and expectation level among males is accentuated in the upper-middle class as compared to the upper-lower class.

The higher status aspirations of the males were accompanied by a significantly greater choice of Occupational Values which are in harmony with high status level careers. The males gave much more weight, than did the females, to Success and Accomplishment, Creativity, Security, Economic Returns, and general Extrinsic values which reflect the trappings of success. Females chose more frequently Altruism, Esthetics, Self-Satisfaction, Associates, and Variety. These are values which are not necessarily correlated with job status. Rather, they are personal values which probably relate more to the general feminine value system than to career orientation, per se.

When one considers general coping skills outside of the general area of Task Achievement and Career choice, there is evidence (from Sentence and Story Completion and BRS data) that the females excelled the males rather consistently in all areas dealing with peer and authority relations, handling of aggression, as well as excelling in some of the various summary scores across areas. The males had higher scores on two variables from the BRS: (a) control of expression of negative affect, and (b) aggressive self-assertion. It is uncertain that they excelled in the latter, in a socially desirable sense, since this BRS item was often interpreted as pure aggressive behavior rather than "self-assertion."

In addition, the males excelled the females in the area of Anxiety as indicated by Peer BRS data and Sentence Completion data where they excelled on every scale. It is interesting to note that the males' superiority over the females in the control of negative affective reactions of all varities increased from age ten to age fourteen, as determined from the Summary scores of the Sentence Completion.

Peer BRS data indicated an interesting Age x Sex interaction effect. That is, the differences in favor of the females were accentuated among the fourteen-year-olds as compared to the ten-year-olds. This interaction effect was rather consistent across the areas and in the Summary score. Apparently the females were gaining social and coping skills more rapidly during this four-year-time period than were the males.

FIGURE 1
AUSTIN - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	1	2	3	4	5	6	7	8	9	10	11	12
AUSTIN	RAVEN	MATH	READING	GPA	PEER BRS							
					#1 Task Ach. Academic	#2 Task Ach. Non-Academic	#3 Authority	#4 IPR Peers	#5 Not Upset	#6 Self Assertion	#7 Cope Aggression	Summary Score
10 UL M	6(-)47.77	7(-)44.86	8(-)44.75	8(-)44.20	6(-) .97	1.02	6(-) .92	7(-) .95	.95	4(+) 1.07	.99	7(-) .97
F	48.35	6(-)46.99	5(-)47.07	50.16	2(+) 1.17	.99	2(+) 1.17	2(+) 1.14	1.07	6(-) .88	1.03	1.12
UM M	50.51	3(+)53.52	4(+)53.63	51.80	1.00	1.09	5(-) .94	.96	.98	3(+) 1.12	1.03	1.00
F	2(+)53.77	1(+)54.52	1(+)54.55	2(+)53.64	1.10	.95	4(+) 1.12	1.09	1.05	7(-) .87	1.01	[illegible]
14 UL M	7(-)46.56	5(-)47.93	7(-)45.59	7(-)45.70	8(-) .78	8(-) .93	8(-) .79	8(-) .81	.99	2(+) 1.13	8(-) .92	8(-) [illegible]
F	8(-)46.06	8(-)44.53	6(-)46.41	48.63	3(+) 1.16	1.03	3(+) 1.17	3(+) 1.13	1.00	8(-) .87	1.02	2(+) 1.12
UM M	3(+)53.28	2(+)53.77	4(+)53.17	51.05	7(-) .97	1.06	7(-) .91	6(-) .96	1.01	1(+) 1.19	1.00	.97
F	1(+)53.86	4(+)53.51	2(+)54.41	1(+)53.87	1(+) 1.23	1(+) 1.13	1(+) 1.20	1(+) 1.19	1.02	5(-) .90	1(+) 1.09	1(+) 1.19
AGE										10 < 14		
SES	L < M	L < M	L < M	L < M		L < M					L < M	
SEX			M < F	M < F	M < F		M < F	M < F	M < F	M > F	M < F	M < F
AGE-SES	10L < 10M 14L ≪ 14M				10L > 10M 14L < 14M	10L < 10M 14L ≪ 14M		10L > 10M 14L < 14M				10L > 10M 14L < 14M
AGE-SEX		10M < 10F 14M > 14F			10M < 10F 14M ≪ 14F	10M > 10F 14M < 14F	10M < 10F 14M ≪ 14F	10M < 10F 14M ≪ 14F	10M ≪ 10F 14M < 14F		10M < 10F 14M ≪ 14F	10M < 10F 14M ≪ 14F
SES-SEX												

VARIABLES	13	14	15	16	17	18	19	20
AUSTIN	SELF-RATING BRS							
	#1 Task Ach. Academic	#2 Task Ach. Non-Academic	#3 Authority	#4 IPR Peers	#5 Not Upset	#6 Self Assertion	#7 Cope Aggression	Summary Score
10 UL M	1(+) 1.51	1(+) 1.69	3(+) 1.52	2(+) 1.54	1(+) 1.54	.82	1(+) 1.65	1(+) 1.56
F	2(+) 1.49	1.46	1(+) 1.66	1(+) 1.57	2(+) 1.43	8(-) .65	2(+) 1.52	2(+) 1.54
UM M	3(+) 1.34	2(+) 1.63	1.47	3(+) 1.52	1.34	6(-) .76	1.36	3(+) 1.49
F	1.29	1.37	2(+) 1.53	1.46	1.46	7(-) .67	1.33	1.41
14 UL M	8(-) .92	7(-) 1.24	7(-) 1.13	6.5(-) 1.22	1.32	2(+) 1.09	1.32	8(-) 1.13
F	1.10	1.29	1.29	1.27	7(-) 1.05	.84	8(-) 1.13	1.24
UM M	6(-) 1.09	1.34	8(-) 1.11	8(-) 1.20	1.15	1(+) 1.10	7(-) 1.17	6.5(-) 1.18
F	7(-) 1.08	8(-) 1.22	6(-) 1.22	6.5(-) 1.22	8(-) .93	3(+) 1.07	1.21	6.5(-) 1.18
AGE	10 > 14	10 > 14	10 > 14	10 > 14	10 > 14	10 < 14	10 > 14	10 > 14
SES					L > M		L > M	
SEX		M > F	M < F		M > F	M > F		
AGE-SES	10L > 10M 14L < 14M						10L > 10M 14L 14M	
AGE-SEX		10M ≫ 10F 14M > 14F			10M > 10F 14M ≫ 14F			
SES-SEX								

FIGURE 1
AUSTIN - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	21	22	23	24	25	26	27	28	29
AUSTIN	OCCUPATIONAL VALUES								
	Altruism	Esthetics	Independence	Management	Success and Accomplishment	Self-Satisfaction	Intellectual Stimulation	Creativity	Security
10 UL M	7(-) 8.23	4.20	8(-) 5.00	5.66	5.98	8(-) 7.98	8.37	1(+) 8.29	8.15
F	8.91	1(+) 6.69	5.41	5.90	7(-) 5.41	7(-) 8.45	1(+) 9.12	7.13	7.78
UM M	8.67	6(-) 3.61	5.46	6.29	5.46	8.56	8.05	2(+) 7.79	8.40
F	3(+)10.51	2(+) 6.52	5.31	5.93	8(-) 4.55	9.01	9.09	5.63	8.15
14 UL M	8(-) 7.97	8(-) 3.00	6.65	6.09	1(+) 7.14	9.37	8.32	6.39	1(+) 9.83
F	2(+)10.93	5.51	5.75	5.61	5.91	2(+) 9.63	8.81	7(-) 5.27	9.01
UM M	6(-) 8.55	7(-) 3.19	1(+) 6.73	6.05	2(+) 7.11	8.52	8(-) 7.72	6.14	8.70
F	1(+)11.15	3(+) 5.54	6.51	5.86	6.16	1(+)10.58	9.01	8(-) 4.95	8(-) 7.00
AGE	10 < 14	10 > 14	10 < 14		10 < 14	10 < 14		10 > 14	10 < 14
SES	L < M							L > M	L > M
SEX	M < F	M < F			M > F	M < F	M < F	M > F	M > F
AGE-SES									10L < 10M 14L > 14M
AGE-SEX	10M < 10F 14M ≪ 14F								10M > 10F 14M ≫ 14F
SES-SEX						LM < LF MM ≪ MF			

VARIABLES	30	31	32	33	34	35	36	37
AUSTIN	OCCUPATIONAL VALUES (Continued)							
	Prestige	Economic Returns	Surroundings	Associates	Variety	Follow Father	Intrinsic OV Score	Extrinsic OV Score
10 UL M	6.89	7.62	7.28	8(-) 7.58	7.06	3(+) 6.70	6(-) 6.72	7.03
F	1(+) 6.98	6.86	1(+) 7.92	7.93	7.28	7(-) 3.22	7.29	7(-) 6.52
UM M	6.88	7.16	6.76	7(-) 7.63	6.14	1(+) 8.12	7(-) 6.62	6.99
F	5.92	6.21	7.25	7.81	6.78	6.33	3(+) 7.35	6.60
14 UL M	5.38	7.34	7.16	8.85	6.52	4.99	6.79	2(+) 7.24
F	8(-) 4.99	6.84	2(+) 7.84	1(+) 9.63	1(+) 7.44	8(-) 1.83	2(+) 7.37	6.58
UM M	6.35	1(+) 8.22	7(-) 6.67	8.95	8(-) 5.18	2(+) 6.92	8(-) 6.51	1(+) 7.56
F	5.76	8(-) 5.88	8(-) 6.30	2(+) 9.18	6.85	6(-) 4.27	1(+) 7.56	8(-) 6.36
AGE	10 > 14			10 < 14		10 > 14		
SES			L > M		L > M	L < M		
SEX		M > F		M < F	M < F	M > F	M < F	M > F
AGE-SES	10L > 10M 14L < 14M							
AGE-SEX					10M < 10F 14M ≪ 14F			10M ≫ 10F 14M > 14F
SES-SEX		LM > LF MM ≫ MF						

FIGURE 1
AUSTIN - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	38	39	40	41	42	43	109	44	45	46	47
AUSTIN	OCCUPATIONAL INTEREST INVENTORY							SOCIAL ATTITUDES INVENTORY TOTALS			
	Child Aspiration	Expectation	Expectation-Aspiration	Father Occ. -Aspiration	Father Asp. -Aspiration	Mother Asp. -Aspiration	Child Edu. Aspiration	Active Coping	Passive Coping	Active Defensive	Passive Defensive
10 UL M	8(-) 3.15	8(-) 3.32	6.15	7.07	5.91	5.76	7(-) 2.08	5.95	2(+) 6.31	2(+) 2.44	2(+) 3.40
F	2.87	3.01	6.14	2(+) 7.31	1(+) 6.27	1(+) 6.30	8(-) 2.14	5.91	1(+) 6.55	1.53	3(+) 3.37
UM M	2(+) 2.29	2(+) 2.53	6.24	6.02	5.92	5.84	4(+) 1.29	5.80	6.09	1.54	8(-) 2.46
F	2.84	3.04	6.21	7(-) 5.47	6.00	6.03	3(+) 1.26	8(-) 5.32	5.96	8(-) 1.17	7(-) 2.48
14 UL M	2.53	6(-) 3.14	1(+) 6.63	1(+) 7.63	6.02	5.85	5(-) 1.73	6.09	7(-) 5.49	1(+) 2.85	2.85
F	7(-) 2.98	7(-) 3.20	6.23	7.25	5.91	6.01	6(-) 1.89	5.92	5.78	1.77	1(+) 3.52
UM M	1(+) 2.05	1(+) 2.16	8(-) 6.10	5.81	8(-) 5.70	8(-) 5.71	2(+) 1.12	6.08	8(-) 5.36	2.24	6(-) 2.51
F	2.48	3(+) 2.57	6.17	8(-) 5.41	6.00	6.10	1(+) 1.05	1(+) 6.15	5.64	7(-) 1.51	2.62
AGE	10 < 14	10 < 14					10 < 14	10 < 14	10 > 14	10 < 14	
SES	L < M	L < M		L > M			L < M		L > M	L > M	L > M
SEX	M > F	M > F		M > F	M < F	M < F				M > F	
AGE-SES		10L < 10M 14L « 14M	10L < 10M 14L > 14M	10L > 10M 14L » 14M							
AGE-SEX	10M > 10F 14M » 14F										
SES-SEX	LM > LF MM » MF	LM < LF MM > MF		LM > LF MM » MF							

VARIABLES	48	49	50	51	52	53	54	55	56	57	58	59
AUSTIN	SENTENCE COMPLETION SCALES											
	AGGRESSION						AUTHORITY					
	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Attitude	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Frequency Affect Pos.
10 UL M	8(-) 1.86	8(-) 1.76	2.33	.47	.53	7.76	9.02	1(+) 7.48	10.84	1.52	2.47	.01
F	1.95	1.87	2.25	.59	.41	1(+) 7.92	8(-) 8.92	7.28	11.09	1.59	2.39	.02
UM M	1.93	1.86	2.31	.55	.45	2(+) 7.85	9.03	7.26	11.21	1.53	2.46	.01
F	2.05	1.91	2.59	.49	.51	7.81	9.21	7.35	11.62	1.43	2.53	.04
14 UL M	1.91	1.79	2.41	.51	.49	7.25	9.16	7.25	11.27	1.31	2.69	0.00
F	2.04	1.94	2.47	.59	.41	7.23	9.12	8(-) 7.06	10.91	1.69	2.30	.01
UM M	2.12	1.89	2.51	.51	.49	8(-) 6.83	9.48	7.44	11.58	1.41	2.57	.02
F	1(+) 2.18	1(+) 1.94	2.65	.47	.53	7(-) 7.12	1(+) 9.51	7.44	11.66	1.61	2.38	.01
AGE	10 < 14					10 > 14	10 < 14					
SES	L < M	L < M					L < M		L < M			
SEX	M < F	M < F										
AGE-SES								10L > 10M 14L < 14M				
AGE-SEX										10M > 10F 14M < 14F		
SES-SEX				LM < LF MM > MF	LM > LF MM < MF							

FIGURE 1
AUSTIN - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	60	61	62	63	64	65	66	67	68	69	70	71
AUSTIN	SENTENCE COMPLETION SCALES (Continued)											
	ANXIETY					INTERPERSONAL RELATIONS						
	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Attitude	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Frequency Affect Pos.
10 UL M	5.09	1(+) 4.86	6.14	.56	1.44	10.09	[illegible] 6.46	8(-) 5.85	8(-) 7.70	1(+) 1.65	8(-) 1.34	.01
F	7(-) 4.83	4.56	8(-) 5.46	1(+) .85	7(-) 1.15	10.72	7(-) 6.47	6.11	8.78	1.28	1.71	.01
UM M	5.21	4.83	6.47	6(-) .42	3(+) 1.58	1(+)10.86	6(-) 6.53	5.92	7(-) 8.40	1.31	1.69	0.00
F	4.99	4.66	5.80	2(+) .85	8(-) 1.15	2(+)10.76	6.71	6.00	9.01	1.26	1.73	.01
14 UL M	2(+) 5.28	4.83	2(+) 6.73	7(-) .41	2(+) 1.59	8(-) 9.48	6.64	6.15	8.86	1.29	1.70	.01
F	8(-) 4.74	8(-) 4.42	7(-) 5.47	3(+) .82	6(-) 1.18	10.07	3(+) 6.91	6.16	9.30	1.34	1.66	0.00
UM M	1(+) 5.33	4.83	1(+) 6.78	8(-) .31	1(+) 1.69	7(-) 9.94	1(+) 7.01	6.29	2(+) 9.68	8(-) .97	1(+) 2.01	.02
F	4.92	4.57	5.79	.72	1.28	10.39	2(+) 6.91	1(+) 6.38	1(+) 9.74	1.11	1.89	0.00
AGE				10 > 14	10 < 14	10 > 14	10 < 14	10 < 14	10 < 14	10 > 14	10 < 14	
SES	L < M					L < M	L < M		L < M	L > M	L < M	
SEX	M > F	M > F	M > F	M < F	M > F	M < F			M < F			
AGE-SES												
AGE-SEX									10M << 10F 14M < 14F	10M > 10F 14M < 14F	10M < 10F 14M > 14F	
SES-SEX												

VARIABLES	72	73	74	75	76	77	78
AUSTIN	SENTENCE COMPLETION SCALES (Continued)						
	TASK ACHIEVEMENT						
	Attitude	Stance	Engagement	Coping	Frequency Affect Negative	Frequency Affect Neutral	Frequency Affect Positive
10 UL M	7.26	7.52	6.48	10.53	.34	2.46	.20
F	7.13	7.25	6.22	8(-) 9.76	.44	2.36	8(-) .20
UM M	6.96	7.44	6.31	10.35	.34	2.43	.23
F	7.18	7.53	6.16	10.61	.32	2.39	.29
14 UL M	6.88	7.63	1(+) 6.58	1(+)10.98	.24	1(+) 2.52	.24
F	6.99	7.24	8(-) 6.02	10.12	.41	8(-) 2.20	.39
UM M	6.82	7.52	6.34	10.72	.27	2.35	.38
F	7.20	7.66	6.12	10.95	.29	2.22	1(+) .49
AGE				10 < 14			10 < 14
SES							L < M
SEX			M > F			M > F	M < F
AGE-SES							
AGE-SEX							
SES-SEX		LM > LF MM < MF		LM > LF MM < MF			

FIGURE 1
AUSTIN - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	79	80	81	82	83	99	100	84	85	86	87	88
AUSTIN	SENTENCE COMPLETION SCALES (Continued)											
	SCORE TOTALS											
	Attitude	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Frequency Affect Pos.	Sentence 37 & 14 Self-Image	Sentence 2 & 22 Inter-action	Sentence 2 and 37 Mother	Sentence 22 and 14 Father	Real/Fantasy Achievement Discrepancy
10 UL M	25.05	7(-)30.01	26.44	7(-)37.58	4.54	8.24	8(-) .22	5.41	5.25	5.57	1(+) 5.07	7(-) -5.78
F	1(+)25.79	8(-)29.47	26.07	8(-)37.43	4.75	8.02	.23	5.12	5.27	5.70	4.78	- .70
UM M	25.65	30.15	26.16	38.70	4.15	8.61	.24	5.29	1(+) 5.36	5.63	2(+) 5.07	2(+) 3.50
F	2(+)25.71	30.49	26.02	39.58	4.35	8.31	.34	5.41	5.19	5.80	4.82	1(+) 3.52
14 UL M	7(-)23.60	30.65	26.59	40.28	3.76	8.99	.25	5.10	5.04	5.63	4.54	8(-) -7.94
F	24.30	30.02	8(-)25.53	30.30	1(+) 4.85	8(-) 7.75	.40	4.99	5.13	5.63	7(-) 4.51	-3.18
UM M	8(-)23.60	1(+)31.48	1(+)26.76	1(+)41.42	8(-) 3.47	1(+) 9.11	.42	5.14	8(-) 4.90	5.73	8(-) 4.39	1.37
F	24.68	2(+)31.21	26.48	2(+)40.81	4.20	8.30	1(+) .50	5.41	5.00	5.80	4.63	1.68
AGE	10 > 14	10 < 14		10 < 14	10 > 14		10 < 14		10 > 14		10 > 14	10 > 14
SES		L < M		L < M	L > M		L < M	L < M		L < M		L < M
SEX	M < F		M > F		M < F	M > F	M < F			M < F		M < F
AGE-SES			10L > 10M 14L < 14M									
AGE-SEX					10M < 10F 14M ≪ 14F	10M > 10F 14M ≫ 14F					10M > 10F 14M < 14F	
SES-SEX								LM > LF MM < MF				LM ≪ LF MM < MF

VARIABLES	89	90	91	92	93	94	95
AUSTIN	STORY COMPLETION SCALE SUMS						
	Stance	Engagement	Initiation	Implementation	Affect Tone 1st	Affect Tone 2nd	Persistence
10 UL M	1(+) 2.69	8(-) 7.87	8(-)12.61	13.35	13.90	15.47	5.43
F	2(+) 2.63	8.49	13.50	13.30	13.80	16.00	5.51
UM M	2.47	8.64	13.63	14.08	13.97	15.97	5.77
F	2.38	8.95	14.07	13.64	13.84	16.14	5.80
14 UL M	2.31	9.09	14.15	14.39	14.01	15.88	5.71
F	2.44	1(+) 9.42	1(+)14.69	14.48	13.81	16.33	6.02
UM M	8(-) 2.21	8.11	13.25	13.29	13.49	15.53	5.44
F	7(-) 2.28	9.04	14.09	14.43	13.19	16.05	6.02
AGE	10 > 14		10 < 14	10 < 14			
SES	L > M						
SEX		M < F	M < F			M < F	
AGE-SES		10L < 10M 14L > 14M	10L < 10M 14L > 14M	10L < 10M 14L > 14M	10L < 10M 14L > 14M	10L < 10M 14L > 14M	
AGE-SEX							
SES-SEX							

FIGURE I

AUSTIN - STAGE I

GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	107	102	108	104	103	106	101	105	96	97	98
AUSTIN	STORY COMPLETION COPING EFFECTIVENESS										
	Story 8 Aggression	Story 2 Authority	Story 10 Authority	Story 5 Anxiety	Story 4 IPR	Story 7 IPR	Story 1 Academic TA	Story 6 Non-Academic TA	TOTAL Coping Effectiveness	Sociability	Attitude Towd.Auth.
10 UL M	13.20	2.52	8(-) 9.36	12.78	14.32	11.02	18.48	13.26	93.14	8(-) 2.05	1.97
F	13.59	3.34	10.73	12.94	14.49	8(-) 9.88	18.28	13.32	96.77	2.20	2.01
UM M	13.01	3.52	7(-) 9.66	13.81	13.99	10.36	17.62	12.97	95.78	2.28	1.89
F	14.85	3.80	11.48	12.68	13.83	10.40	17.72	13.16	97.79	2.31	2.02
14 UL M	14.10	2.94	12.19	13.66	14.24	1(+)12.51	16.33	13.06	98.48	2.33	1.82
F	14.60	3.50	1(+)13.04	13.31	14.53	12.30	16.96	12.51	1(+)101.34	2.29	1.98
UM M	12.74	3.16	10.77	13.36	13.91	10.95	16.29	12.14	8(-) 91.71	1(+) 2.43	2.01
F	14.78	3.36	2(+)13.01	13.64	13.72	12.12	16.46	12.75	98.84	2.41	2.02
AGE			10< 14			10< 14	10 >14			10< 14	
SES					L >M					L< M	
SEX	M< F		M< F						M< F		M< F
AGE-SES									10L< 10M 14L >14M		10L >10M 14L< 14M
AGE-SEX											
SES-SEX	LM > LF MM< MF										

FIGURE 2
AUSTIN - STAGE I

AUSTIN

ORDER OF PREFERENCE FOR OCCUPATIONAL VALUES

	10	14	Lower	Middle	Male	Female	10 Year Olds				14 Year Olds			
							U.L.M.	U.L.F.	U.M.M.	U.M.F.	U.L.M.	U.L.F.	U.M.M.	U.M.F.
1.	Altruism 9.08	Altruism 9.65	Altruism 9.01	Altruism 9.72	Security 8.77	Altruism 10.37	Intell.S. 8.37	Intell.S. 9.12	Altruism 8.67	Altruism 10.51	Security 9.83	Altruism 10.93	Assoc. 8.95	Altruism 11.15
2.	Intell.S. 8.66	Self-Sat. 9.53	Self-Sat. 8.86	Self-Sat. 9.17	Self-Sat. 8.61	Self-Sat. 9.42	Creat. 8.29	Altruism 8.91	Self-Sat. 8.56	Intell.S. 9.09	Self-Sat. [illegible].37	Self-Sat. 9.63	Security 8.70	Self-Sat. 10.58
3.	Self-Sat. 8.50	Assoc. 9.15	Security 8.69	Intell.S. 8.47	Altruism 8.36	Intell.S. 9.01	Altruism 8.23	Self-Sat. 8.45	Security 8.40	Self-Sat. 9.01	Assoc. 8.85	Assoc. 9.63	Altruism 8.55	Assoc. 9.18
4.	Security 8.12	Security 8.64	Intell.S. 8.65	Assoc. 8.39	Assoc. 8.25	Assoc. 8.64	Security 8.15	Assoc. 7.93	Father 8.12	Security 8.15	Intell.S. 8.32	Security 9.01	Self-Sat. 8.52	Intell.S. 9.01
5.	Assoc. 7.74	Intell.S. 8.47	Assoc. 8.50	Security 8.06	Intell.S. 8.11	Security 7.98	Self-Sat. 7.98	Surround. 7.92	Intell.S. 8.05	Assoc. 7.81	Altruism 7.97	Intell.S. 8.81	Economic 8.22	Security 7.00
6.	Surround. 7.30	Economic 7.07	Surround. 7.55	Economic 6.87	Economic 7.59	Surround. 7.33	Economic 7.62	Security 7.78	Creat. 7.79	Surround. 7.25	Economic 7.34	Surround. 7.84	Intell.S. 7.72	Variety 6.85
7.	Creat. 7.21	Surround. 6.99	Economic 7.17	Surround. 6.75	Creat. 7.15	Variety 7.09	Assoc. 7.58	Variety 7.28	Assoc. 7.63	Variety 6.78	Surround. 7.16	Variety 7.44	Success 7.11	Indep. 6.51
8.	Economic 6.96	Success 6.58	Variety 7.08	Father 6.41	Surround. 6.97	Economic 6.45	Surround. 7.28	Creat. 7.13	Economic 7.16	Esthet. 6.52	Success 7.14	Economic 6.84	Father 6.92	Surround. 6.30
9.	Variety 6.82	Variety 6.50	Creat. 6.77	Variety 6.24	Father 6.68	Esthet. 6.06	Variety 7.06	Prestige 6.98	Prestige 6.88	Father 6.33	Indep. 6.65	Success 5.91	Indep. 6.73	Success 6.16
10.	Prestige 6.67	Indep. 6.41	Success 6.11	Prestige 6.23	Success 6.42	Prestige 5.91	Prestige 6.89	Economic 6.86	Surround. 6.76	Economic 6.[illegible]1	Variety 6.[illegible]2	Indep. 5.75	Surround. 6.67	Economic 5.88
11.	Father 6.10	Manage. 5.90	Prestige 6.06	Creat. 6.13	Prestige 6.37	Manage. 5.82	Father 6.70	Esthet. 6.69	Manage. 6.29	Manage. 5.93	Creat. 6.39	Manage. 5.61	Prestige 6.35	Manage. 5.86
12.	Manage 5.95	Creat. 5.69	Manage. 5.82	Manage. 6.03	Variety 6.23	Indep. 5.75	Success 5.98	Manage. 5.90	Variety 6.14	Prestige 5.92	Manage. 6.09	Esthet. 5.51	Creat. 6.14	Prestige 5.76
13.	Success 5.35	Prestige 5.62	Indep. 5.70	Indep. 6.00	Manage. 6.02	Creat. 5.75	Manage. 5.66	Indep. 5.41	Indep. 5.46	Creat. 5.63	Prestige 5.38	Creat. 5.27	Manage. 6.05	Esthet. 5.54
14.	Indep. 5.30	Father 4.50	Esthet. 4.85	Success 5.82	Indep. 5.96	Success 5.51	Indep. 5.00	Success 5.41	Success 5.46	Indep. 5.31	Father 4.99	Prestige 4.99	Variety 5.18	Creat. 4.95
15.	Esthet. 5.25	Esthet. 4.31	Father 4.19	Esthet. 4.71	Esthet. 3.50	Father 3.91	Esthet. 4.20	Father 3.22	Esthet. 3.61	Success 4.55	Esthet. 3.00	Father 1.83	Esthet. 3.19	Father 4.27

ANOVA OF MEANS:
HYPOTHESES AND FINDINGS

DEMOGRAPHIC MEASURES

> Upper-middle class children will have higher Educational Aspirations than will upper-lower class children.

This hypothesis was verified since the Mean Score of 1.18 for the upper-middle class children was significantly higher than the upper-lower class children's Mean Score of 1.96.[1]

ACHIEVEMENT MEASURES

> Upper-middle class children will have higher Achievement scores than will upper-lower class children.

This hypothesis was verified for all Aptitude and Achievement measures, with the scores of the upper-middle class children significantly excelling those of the upper-lower class children in each case. The greatest social class difference was for Reading Achievement, while the smallest difference was for Grade Point Average.

> Girls will have higher Achievement scores than will boys.

For the Austin data, this hypothesis was partially verified, as females were significantly higher than males on Reading Achievement and GPA (50% of the variables or 66% of the actual Achievement measures.) The largest sex difference was for Grade Point Average where the Mean Score for females was 51.58, while that for the males was 48.19.

OCCUPATIONAL MEASURES

> Upper-middle class children will have higher objective status level Occupational Expectations than will upper-lower class children.

This hypothesis was verified with the mean scores of the upper-middle class children being significantly higher than those of the upper-lower class. The Mean Score of the middle class was 2.57, compared to the upper-lower class mean of 3.17.

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[1] The lower the score the higher the aspiration.

> Upper-middle class children will have a higher level of objective Occupational Aspiration than will the upper-lower class children.

This hypothesis also was verified with the Mean Score of the upper-middle class children (2.42) being significantly higher than that of the upper-lower class (2.88).

> Upper-middle class children will have different discrepancy scores between Occupational Aspiration and Expectation than will the upper-lower class children.

This hypothesis was not verified, as there was no significant social class difference for this variable.

> Upper-middle class children will prefer different Occupational Values than will upper-lower class children.

On six of the fifteen Occupational Values significant social class differences were observed. This finding lent some support to the above hypothesis but not as much support as that offered by the findings in some other countries. Middle-class children preferred Altruism and Follow Father, while upper-lower class children preferred Creativity, Security, Surroundings, and Variety.

> Upper-lower class children will show a greater preference for "Extrinsic" Occupational Values than will upper-middle class children.

This hypothesis was not verified, as there was no significant social class difference for the "Extrinsic" variable.

> Males will have a higher objective Occupational Expectation level than will females.

This hypothesis was verified, as the Mean Score for the males (2.79) was significantly higher than that of the females whose Mean Score was 2.96.

> Males will have a higher objective Occupational Aspiration level than will females.

This hypothesis was also verified, as the Mean Score for the males was 2.51, while that of the females was 2.79. This difference was significant at greater than the .05 level.

> Males will prefer different Occupational Values than will females.

There were significant sex differences on eleven of the fifteen Occupational Values, thus the hypothesis, for the most part, was verified. Males preferred the values of Success, Creativity, Security, Economic Returns, and Follow Father. The females preferred Altruism, Esthetics, Self-Satisfaction, Intellectual Stimulation, Associates, and Variety.

> Females will more frequently choose "Intrinsic" Occupational Values than will males.

This hypothesis was verified as the average score of the females was 7.39, while the average score of males was 6.66. This difference was significant at greater than the .05 level.

> Males will more frequently choose "Extrinsic" Occupational Values than will females.

This hypothesis was also verified, as the average score of the males was 7.20, while the average score of females was 6.52. This difference was significant at greater than the .05 level.

COPING STYLE MEASURES

> Upper-middle class children will demonstrate a different style of coping than will upper-lower class children.

On the Social Attitudes Inventory, there were three significant social differences, thus verifying this hypothesis to a great extent. The upper-lower class children scored higher on Passive Coping and on the Active Defensive and Passive Defensive scales. These differences were all significant at greater than the .05 level.

Turning now to the Sentence Completion, of the thirty-two Coping Style variables, there were significant social class differences for twelve of them or a little less than one-third. Thus, the hypothesis was verified to some extent. In Aggression, the upper-middle class excelled the upper-lower class on Stance and Engagement. In Authority and Anxiety, they excelled on Stance only. In Interpersonal Relations, they excelled in Attitude, Stance, and Neutral Affect, while the upper-lower class excelled in Negative Affect. In Task Achievement the upper-middle class excelled in Positive Affect only. On the Total Scores, they excelled on Stance and Positive Affect, while the upper-lower class excelled on Negative Affect.

From Story Completion data, only two of the nine Coping Style dimensions showed significant social class differences (with the upper-lower class excelling on Stance and the upper-middle class scoring higher on Sociability). Thus, the poorest evidence for this hypothesis was derived from Story Completion data. Social Attitudes Inventory data lent the most support to the hypothesis in percentage of variables showing social class differences, but the Sentence Completion showed the greatest number of significant differences (as, of course, would be expected since thirty-two of the forty-five Coping Style variables are from the Sentence Completion instrument).

All in all, then, seventeen of the forty-five Coping Style variables showed significant social class differences, so the hypothesis may be said to be supported in part.

> Males will demonstrate a different coping style than will females.

On the Social Attitudes Inventory there was only one significant sex difference (for Active-Defensive behavior) where the males scored higher than the females. Thus, Austin data from the Social Attitudes Inventory did not lend unqualified support to the hypothesis in question.

On the Sentence Completion of the thirty-two Coping Style variables, fifteen of them showed significant differences, lending just a bit more support to this hypothesis than to the Coping Style hypothesis concerning social class differences.

In Aggression, the females scored higher on Stance and Engagement. In Authority there were no sex differences. In Anxiety, males scored higher on Stance, Engagement, and Neutral Affect, while females were higher on Negative Affect. In Interpersonal Relations, the females were higher on Attitude, while in Task Achievement males were higher on Engagement and Neutral Affect and females excelled in Positive Affect. On the Total Scores, the females were higher on Attitude and on both Positive and Negative Affect. The males were higher on Engagement and Neutral Affect.

Of the nine Story Completion Coping Style dimensions, four showed significant sex differences, with the females excelling in all four of them. Thus, Story Completion data lent partial support to the hypothesis. Of the total of forty-five Coping Style variables, twenty had significant sex differences, again lending partial support to the hypothesis.

> The difference in the style of coping between the males and females will be consistent across all five behavior areas studied.

This hypothesis was not verified for Initiation, Implementation, Persistence, Sociability, and Attitude toward Authority because of either total lack of significant findings or insufficient findings to support the hypothesis of consistency. The hypothesis was not verified for Stance due to conflicting findings in the two areas where significant findings occurred. There were also conflicting findings for the variable Engagement where females excelled in one Sentence Completion area and in the Story Completion Total Score; but males excelled in two Sentence Completion areas plus the Sentence Completion Total. For Negative Affect, the females excelled in the only two areas where significant differences occurred, lending some support to the consistency hypothesis. For Neutral Affect the males excelled in all three scales where significant findings were observed. Finally, for Positive Affect the females excelled on the three scales where significant findings were observed, and for Attitude they excelled on the two scales where significant findings occurred. Thus, one may consider that the hypothesis was verified for Attitude and for the Affective dimensions, but not for other overt Coping Style dimensions.

COPING EFFECTIVENESS MEASURES

> The upper-middle class children will exhibit more effective coping behavior than will upper-lower class children.

In Sentence Completion data, the upper-middle class children scored significantly higher on Coping Effectiveness in two of the five areas plus on the Total Score. In no case did the upper-lower class children excel.

In the Story Completion, the only significant social class finding (Story Four Interpersonal Relations) showed the upper-lower class to excel the upper-middle class. Because the only significant finding in the Story Completion was completely contradictory to the three Sentence Completion findings (out of a possible six) it is rather tenuous to assume that the hypothesis was confirmed to any great extent.

AUSTIN INTRA-COUNTRY REPORT OF SIGNIFICANT CORRELATIONS

CRITERION-CRITERION RELATIONSHIPS

Hypothesis: There will be positive relationships among the Achievement Criterion measures. (See Table 1)

As was expected, the relationships among the three achievement measures - Math, Reading, and Grade Point Average - were very large and positive at both age levels (.32, .63). In both age groups, there was a very strong relationship between Math and Reading scores (.52 for ten-year-olds and .61 for fourteen-year-olds), and the Reading and GPA scores (.63 for the ten-year-olds and .58 for the fourteen-year-olds).

The largest discrepancy between the ten-year-old and the fourteen-year-old sample was in the relationship between Math scores and Grade Point Averages. At the ten-year-old level, there was only a .32 correlation between the two variables, whereas at the fourteen-year-old level, the correlation .58 was at the same level as the other two achievement correlations for the fourteen-year-old sample.

Due to the low correlation of Math scores with GPA at the ten-year-old level, it can be concluded that the Reading score is the best predictor of classroom grades at this age level. However, at the fourteen-year-old age level, there seems to be no real difference in the power of Math and Reading achievement scores to predict classroom grades.

Hypothesis: There will be positive relationships among the Achievement and Peer BRS Criterion measures. (See Table 2)

At the ten-year-old level all of the twenty-one correlations between the achievement and Peer BRS variables were significant in the expected direction to at least the .05 level.[1] This same general situation existed in the fourteen-year-old matrix as well, with twenty of the twenty-one correlations showing significant relationships in the expected direction.

The relative magnitude of the correlations of the achievement measures with all the Peer BRS scores show a constant trend. At both age levels GPA correlated the most with the BRS measures, ranging

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[1] This is not true for Peer BRS Item Six concerning the subject's Aggressive behavior. Positive correlations would not be expected here, and any correlations would be expected to be negative.

ranging from a .64 to a .48 for the ten-year-olds and from a .54 to a .29 for the fourteen-year-olds. Reading scores correlated the next highest with all Peer BRS measures ranging from a .37 to a .26 for the ten-year-olds and from a .20 to a .13 for the fourteen-year-olds.

Finally, the Math scores were relatively weakly correlated with the Peer BRS measures, ranging from a .16 to a .10 for the ten-year-olds and from a .19 to a .16 for the fourteen-year-olds.

The only difference in the correlations for the two age groups was the reversal in relative magnitude of the Math and Peer BRS correlations . Considering both the GPA and Reading scores, the ten-year-old correlations were all slightly larger than those for the fourteen-year-old sample. However, this situation was completely reversed with regard to the Math scores. Here the fourteen-year-old correlations were all slightly larger than the ten-year-old correlations.

In summary, at both age levels, the Peer BRS scores best predicted GPA, Reading, and then Math scores - in that order. Furthermore, the BRS scores were slightly stronger predictors of GPA and Reading at the ten-year-old level, but slightly weaker predictors of Math scores.

Summary and Interpretation

Due to the strength of relationships between the Peer BRS scores and the GPA scores, it appears that peer judgments are reflecting, much of the time, the same kinds of behaviors which teachers use in their assignment of grades. However, since one-half the variance is not in common, there is also room for teachers and peers to use difference "yardsticks" some of the time.

Correlations of the Math scores with GPA were the lowest at both age levels. Furthermore, contrary to correlations of Reading and BRS with GPA they were consistently lower for the ten-year-old sample. Apparently, teachers of the fifth grade students weigh verbal skills more heavily than math skills in assigning grades. The elementary school teacher is assigned one class of from twenty-five to thirty students for the entire school year. With the exception of only one or two special curriculum teachers (such as art and music), she alone is responsible for assigning all of the students' grades for the entire school year. She has much more opportunity to learn about the child and be influenced by his social and characterological traits in assigning grades. This tendency is further reinforced by the focus of elementary schooling on the process of socialization. On the other hand, when the child enters high school he is being trained by several specialist teachers who have neither the opportunity nor usually the same degree of concern for knowing the child as a person. Grades are assigned by several teachers. Furthermore, the increased emphasis on academic achievement, rather than social and creative performance, may cause these teachers' judgments to reflect a greater emphasis on mathematical performance.

PREDICTOR-PREDICTOR RELATIONSHIPS

Hypothesis: There will be positive relationships among the Intrinsic Occupational Values. (See Table 3)

Of the fifty-six possible correlations, twenty-six were significant. However, only eleven of these were significant in the predicted direction.[2] At age ten five were significant in the predicted direction, while at fourteen, there were six.

The following correlations were significant in the predicted direction at both age levels: Altruism with Self-Satisfaction and Intellectual Stimulation; Intellectual Stimulation with Creativity and Variety. The correlation significant only at age ten was Altruism with Management. Correlations significant only at age fourteen were Self-Satisfaction with Intellectual Stimulation; Creativity with Variety.

The correlations (in the predicted direction) ranged between .11 and .49. The strongest relationship was that between Intellectual Stimulation and Variety at both age levels (.49 and .45).

The individual values which contributed the most highly to the Total Intrinsic score were Altruism (.45 and .49), Intellectual Stimulation (.51 and .49), and Variety (.49 and .48). The one which contributed the least was Independence. Since all values correlated significantly with the Total Intrinsic score (except Independence at age ten) and since the individual values' correlations with the total scores were, generally, quite high, one could conclude that the Total Score is a fairly good representation of most of the individual values.

The hypothesis can be completely supported only for the correlations of Altruism with Self-Satisfaction and Intellectual Stimulation, and for Intellectual Stimulation with both Creativity and Variety. Partial support was found at the ten-year-old level by the correlation of Altruism with Management, and at the fourteen-year-old level by the relationship of Self-Satisfaction with Intellectual Stimulation; and Creativity with Variety. Thus, of the twenty-eight relationships examined at each age level, only seven gave partial or total support to the hypothesis. Independence appeared to be a completely separate factor.

The large number of significant negative correlations indicate that the concept of a set of "Intrinsic" values which will be all interrelated is not a tenable one. Rather, there appears to be a subset of "Intrinsic" values which are correlated with one another and a second subset also, which should be classified under a different heading. Esthetics is an excellent example of the above statement since, when significant correlations did occur involving this value, they were always negative. Altruism and Intellectual Stimulation were more frequently correlated positively with the other values than were any others. They also, along with Variety, contributed most highly to the Total Intrinsic score.

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[2] If no correlations were significant in the direction opposite of that predicted, then all significant correlations were in the direction predicted. If more than one or two correlations exist in the opposite direction from that predicted, this will be mentioned in the text.

Hypothesis: There will be positive relationships among the Extrinsic Occupational Values. (See Table 4)

Of the forty-two possible significant correlations between the "Extrinsic" values, twenty-four were significant. However, of these twenty-four significant correlations, only ten were significant in the predicted direction. (Fourteen were significant in the direction opposite from that predicted.)

The following correlations were significant (in the predicted direction) at both levels: Success with Economic Returns, Security with Surroundings, Prestige with Economic Returns, and Surroundings with Associates. Significant at age ten only was the correlation of Security with Associates, and at age fourteen only that of Success with Prestige.

The significant correlations ranged between .11 and .43. The strongest correlation was that between Prestige and Economic Returns (.43, .40). For the other three correlations significant at both age levels, the correlations were always higher at the fourteen-year-old level than at the ten-year-old level (.25, .31, and .28 as compared to .19, .17, and .18).

The component score which contributed most highly to the Total Score was Economic Returns (.61, .59). The one which contributed the least was Associates (.16, .20). The remainder all correlated significantly with the Total Extrinsic score, with the correlations ranging between .21 and .40. The correlation of component scores with the Total was higher for fourteen-year-olds for the values Security, Surroundings, Associates, and Follow Father. For the remainder, the relationship was either higher for the ten-year-olds or was identical for both age groups.

In summary, the hypothesis was partially confirmed, and there were the same number of significant correlations at each age level. There was a tendency for the relationship to be higher at the fourteen-year-old level than at age ten (with the exception of Prestige with Economic Returns).

The data seem to indicate that there are two separate clusters of values which are both classified under the label of Extrinsic values, and thus the concept of Extrinsic values is not a unidimensional one. One cluster of relationships are concerned with career success (Success, Economic Returns, Prestige), while the other set is more truly extrinsic in nature (Surroundings, Security, Associates). The first set may be termed as career-related, though not necessarily concerned with any specific career, while the other set is more general and more truly extrinsic to career choices.

Hypothesis: There will be negative relationships among the Intrinsic and Extrinsic Occupational Values. (See Table 5)

Of the one hundred and twelve possible significant correlations between Intrinsic and Extrinsic values, seventy-three were significant. Of these seventy-three significant correlations, sixty-five were significant in the predicted (negative) direction, thus lending good support to the hypothesis.

There were thirty-one significant correlations in the ten-year-old sample (in the predicted direction) and thirty-four significant at the fourteen-year-old level. Thus, the hypothesis appears to be equally supported at both age levels.

The following twenty-six correlations were significant (in the predicted direction) at both age levels: Altruism with Success, Prestige, and Economic Returns; Esthetics with Success, Security, Associates, and Follow Father; Management with Security, Surroundings, and Associates; Self-Satisfaction with Success, Prestige, and Economic Returns; Intellectual Stimulation with Security, Prestige, Economic Returns, and Follow Father; Creativity with Success, Security, Surroundings, and Associates; and Variety with Success, Security, Prestige, Economic Returns, and Follow Father. The five correlations significant at the ten-year-old level only were Independence with Follow Father; Management with Economic Returns and Follow Father; Intellectual Stimulation with Success; and Variety with Associates. Significant at age fourteen only were the eight relationships of Altruism with Surroundings and Follow Father; Esthetics with Economic Returns and Surroundings; Independence with Security; Intellectual Stimulation with Surroundings; Creativity with Economic Returns; and Variety with Surroundings.

The significant correlations ranged between .10 and .44. The highest negative correlations were those of Altruism with Prestige (-.41, -.35) and with Economic Returns (-.44, -.40); Self-Satisfaction with Prestige (-.31, -.40) and with Economic Returns (-.35, -.42); Intellectual Stimulation with Economic Returns (-.31, -.34); and Variety with Economic Returns (-.33, -.27). In general, when significant correlations existed for both age levels they were very nearly of the same strength. Of the twenty-six correlations significant at both age levels, the relationship was higher in the ten-year-old sample for twelve of these, and in the fourteen-year-old sample for the other fourteen. Thus, no age trend in strength of correlations was established.

Of the Intrinsic values, the following had the highest (negative) correlation with the Extrinsic Total score: Altruism (-.45, -.49), Intellectual Stimulation (-.51, -.49), and Variety (-.49, -.48). (It should be noted here that these same three values correlated most highly, and positively, with Intrinsic Total.) The lowest correlation with the Extrinsic Total score was that for Independence. However, all correlations of Intrinsic values with the Extrinsic Total were negative (as predicted).

Of the Extrinsic values, Economic Returns had the highest (negative) correlation with the Intrinsic Total score (-.61, -.59). This was followed by Success (-.39, -.36) and Prestige (-.39, -.39). The lowest correlation with the Intrinsic Total score was for the value Associates (-.16, -.20). However, all correlations of Extrinsic values with the Intrinsic Total score were significant and negative.

In summary, there were thirty-one significant correlations in the ten-year-old sample and thirty-four in the fourteen-year-old sample. The data appear to indicate that Altruism, Intellectual Stimulation, and Variety best define the Intrinsic values, while Success, Prestige, and Economic Returns best define the Extrinsic values. The evidence obtained from the correlation of the Extrinsic with the Intrinsic values is far more impressive than is the evidence obtained from the intercorrelation of the Intrinsic values and of the Extrinsic values alone. The data obtained from these three series of correlations certainly indicate that Extrinsic values truly differ from Intrinsic values. However, there is also evidence that neither the Intrinsic values nor the Extrinsic values all represent a uniform dimension.

There appears to be two different clusters of values classified as Extrinsic. While nearly all Intrinsic values correlated negatively with nearly all Extrinsic values, they did not all correlate positively with each other (within the Intrinsic or the Extrinsic cluster). Therefore, a further examination of these clusters of values within each classification should be made conceptually. The data indicate that this hypothesis was confirmed (with the exception of Independence) with equal strength at each age level.

Hypothesis: There will be positive relationships among the status level measures of the Occupational Aspiration, Occupational Expectation, and Educational Aspiration measures. (See Table 6)

Of the six correlations examined, all six were significant in the expected direction. All three ten-year-old correlations were significant, as were the three correlations involving the fourteen-year-old sample. Thus, naturally, all correlations were significant at both age levels, and there were no correlations significant at only one age level.

The range of correlations was between .22 and .56. The lowest correlation was in the ten-year-old sample between Occupational Aspiration and Educational Aspiration. The highest correlation was also in the ten-year-old sample and was between Occupational Aspiration and Expectation. In fact, this was the highest correlation for both age groups (.56, .50). One of the three correlations was higher in the ten-year-old than in the fourteen-year-old sample, while the other two correlations were higher in the fourteen-year-old sample.

In summary, it may be readily concluded that the hypothesis was completely verified by the data at both age levels.

The fact that the correlation between Occupational Aspiration and Expectation was higher than the correlations of these variables with Educational Aspiration, at both age levels, is likely due to (a) the frequent lack of distinction made by children between Aspiration and Expectation, (b) the lack of knowledge among many children (especially the younger ones) of the level of education required for entrance into certain careers, and (c) the females' high Educational Aspiration which is not always accompanied by an equally high Occupational Aspiration since many of them do not actually intend to pursue a career.

Hypothesis: There will be positive relationships among the
Occupational Interest Discrepancy measures.
(See Table 7)

Of the twelve correlations examined, all were significant in the predicted direction. This means that, at both age levels, all correlations were significant and there were no correlations significant at only one age level.

The range of correlations was between .27 and .74. The lowest correlation was between the Father's job minus Child's Aspiration and the Mother's Aspiration minus the Child's Aspiration discrepancy scores. The highest correlation was between the Father's Aspiration/Subject's Aspiration discrepancy and the Mother's Aspiration/Subject's Aspiration discrepancy scores. This correlation was the highest at both age levels and indicates either that (a) both parents are in good agreement with respect to their aspiration for the child, or that (b) children, not knowing the actual answer, tend to fill in approximately the same answers for both parents.

The tendency was for the correlations to be higher in the fourteen-year-old sample than in the ten-year-old sample. (Five of the six sets of correlations were in this direction.)

In summary, it may be safely concluded that the hypothesis was completely verified at both age levels, though there was a tendency for the correlations to be stronger at the fourteen-year-old level as one might expect since, with increasing maturity, a child's occupational knowledge and goals are probably more systematic and organized.

Hypothesis: There will be a positive relationship between the SAI Active and Passive Coping measures. (See Table 8)

Both correlations were significant in the predicted direction, that is, for both age groups.

The correlation coefficients ranged between .27 (for the fourteen-year-old sample) and .41 (for the ten-year-old sample).

Thus, it may be concluded that the hypothesis was verified at both age levels, though the relationship was definably stronger in the ten-year-old sample.

Hypothesis: There will be a positive relationship between the SAI Active and Passive Defensive measures. (See Table 8)

Of the two correlations examined, both were significant in the predicted direction (that is, for both age groups). The correlations ranged between .29 (at age fourteen) and .30 (at age ten).

Thus, it may be safely concluded that the hypothesis was completely verified and that the strength of the relationship was virtually identical at both age levels.

Hypothesis: There will be a negative relationship among the SAI Coping and Defensive measures. (See Table 8)

Of the eight correlations examined only two were significant, and only one was significant in the predicted direction. There were no significant correlations between Active Coping and either of the Defensive scales. The (unpredicted) positive correlation was (at age ten) between Passive Coping and Passive Defensive scales, indicating perhaps a trend toward passivity in some younger children which overrides the contrast of coping versus defensive behavior.

The only negative (and predicted) correlation was in the fourteen-year-old sample and was between Passive Coping and Active Defensive behavior. This correlation was -.16 which was not extremely impressive.

In summary, it may be rather safely concluded that the above hypothesis was not verified. This was probably due, at least partially, to a tendency on the part of some children to behave in an active (or a passive) manner, regardless of whether or not the behavior is coping or defensive in nature.

Hypothesis: There will be positive relationships among the measures of the same Sentence Completion Coping Style variables across different behavior areas.

Stance (See Table 9)

Of the twenty Stance correlations examined, eleven were significant in the predicted direction. At the ten-year-old age level, five of the correlations were significant, while at age fourteen, six were significant. The following correlations of Stance scores were significant at both age levels: Aggression with Authority, Aggression with Anxiety, Aggression with Task Achievement, and Authority with Interpersonal Relations. At age ten there was a significant correlation between Authority and Anxiety. At age fourteen there were significant correlations between Aggression and Interpersonal Relations and between Authority and Task Achievement.

The correlations ranged between .11 and .25, with the highest correlation (.25) being that between Aggression and Authority in the ten-year-old sample. In fact, across both age levels this was the highest correlation. The lowest correlation (.11) was (at age ten) between Authority and Interpersonal Relations. No definite trend could be established as to which age group had the stronger relationship.

Upon examining the correlation of the individual Stance scores with the Total Stance score, it was observed that all correlations were significant and high. (The correlations ranged between .46 and .68.) The areas which contributed most to the Total Score were those of Authority and Task Achievement. The one which appeared to contribute the least was Interpersonal Relations.

In summary, it may be said that the hypothesis was partially verified. The behavioral areas which were significantly correlated with other areas more frequently were Aggression and Authority where thirteen of the sixteen possible correlations were significant. Thus, not only did Authority contribute more to the Total Score, but also, it correlated well with Stance measures in other areas.

Engagement (See Table 10)

Of the twenty Engagement correlations examined, only three were significant, and of these three, only two were significant in the predicted direction. At age ten there was one significant correlation, while the other occurred in the fourteen-year-old sample. There were no correlations significant at both age levels.

The one significant ten-year-old correlation was between Anxiety and Task Achievement Engagement. The one significant fourteen-year-old correlation was between Authority and Anxiety Engagement.

The two correlations were quite low, ranging between .10 and .11, with the stronger being that mentioned above in the fourteen-year-old sample.

The largest correlation between an individual Engagement score and the Total Score was for Task Achievement (.62, .63). This was followed by Authority, then Anxiety, Interpersonal Relations, and finally Aggression (.24, .23). There were no outstanding age differences in the component correlations with the Total Score. (The largest discrepancy was for Interpersonal Relations where the ten-year-old correlation was .36, and the fourteen-year-olds .46.)

In conclusion, the hypothesis cannot be said to have been supported by the data. Evidently, though there may be a common tendency for a confronting or avoiding stance, actual overt behavior (engagement) depends on the problem area involved.

Coping Effectiveness (See Table 11)

Of the twenty Coping Effectiveness correlations examined, nineteen were significant in the predicted direction. At age ten, all ten correlations were significant, while at age fourteen, nine of the ten correlations were significant.

The following Coping Effectiveness correlations were significant at both age levels: Aggression with Authority, Anxiety, Interpersonal Relations, and Task Achievement; Authority with Anxiety, Interpersonal Relations, and Task Achievement; Anxiety with Interpersonal Relations; and Interpersonal Relations with Task Achievement.

The correlation between Anxiety and Task Achievement was significant at age ten only, while there were no correlations significant only at the fourteen-year-old level.

The correlations ranged between .13 and .43. The highest set of correlations (both age groups) was between Authority and Interpersonal Relations (.43, .38) (which are simply two subvarieties of Interpersonal Relations), and the lowest set of correlations was between Anxiety and Interpersonal Relations (.18, .13). There was a slight tendency for the ten-year-old correlations to be higher than those for the fourteen-year-olds (six were higher at age ten; three were higher at age fourteen).

The component score which contributed most heavily to the Total Score was that of Authority (.7[illegible] .74), followed by Interpersonal

Relations (.68, .64), then Task Achievement, Aggression, and, finally, Anxiety (.56, .45). All of these correlations were quite high.

In summary, this hypothesis was completely verified by the data (with the exception of the fourteen-year-old relationship between Anxiety and Task Achievement). With nineteen of twenty correlations examined being significant, there can be little doubt as to the verification of this hypothesis. The relationship was a bit stronger for the ten-year-old than for the fourteen-year-old sample but this trend was not outstanding.

Attitude (See Table 12)

Of the six correlations examined, all six were significant in the predicted direction. This, of course, means that all correlations were significant at both ages ten and fourteen. (It should be recalled that Attitude was scaled only for the areas of Authority, Interpersonal Relations, and Task Achievement.)

The correlations ranged between .22 and .35. The highest set of correlations was that between Attitude toward Authority and Attitude toward Interpersonal Relations (.35, .34). The lowest was between Interpersonal Relations and Task Achievement (.22, .24). There was a very slight tendency for the correlations to be a bit higher at the fourteen-year-old level, but this slight tendency is not worthy of any further commentary.

The correlations of component scores with the Total Attitude score were all quite high, but the greatest contribution appeared to come from the Authority area (.76, .76), followed by Interpersonal Relations, and finally by Task Achievement (.68, .69).

It may be concluded that this hypothesis was totally verified with all relationships significant at both age levels. Evidently a positive or a negative attitude is a general tendency not specifically directed toward one area or aspect of life.

Hypothesis: There will be positive relationships among measures of the same Sentence Completion Affect dimension across the different behavior areas.

Negative Affect (See Table 13)

Of the twelve correlations contributing to this hypothesis, all twelve were significant. That is, there were six significant at age ten and six significant at age fourteen. (The behavior area of Anxiety is missing from the Affective dimensions.) There were no correlations significant at only one age level.

The range of the correlations was between .16 and .40. The highest set of correlations was that between Authority and Interpersonal Relations (.38, .40). The lowest set was between Aggression and Task Achievement (.20, .16). There was no really noticeable trend toward the relationships being greater at one age level than another since the correlations were of about the same magnitude for each set of relationships.

The component area which contributed most highly to the Total Negatiave Affect score was that of Authority (.76, .79), followed by Interpersonal Relations (.73, .73), then Task Achievement and Aggression.

In conclusion, this hypothesis was completely verified, as all correlations examined for each age group were significant in the predicted direction. Evidently the tendency to react affectively (negatively) is a general one not confined to any specific situation.

Positive Affect (See Table 14)

Of the six correlations examined, none of them were significant at either age level. (Aggression and Anxiety were not included.) The frequency of positive affective responses was extremely small, and this factor probably contributed heavily to the total lack of significant findings for these relationships.

Task Achievement overwhelmingly contributed the most to the Positive Affect Total score (.94, .97) where the great majority of positive affective responses were made.

In conclusion, this hypothesis must be rejected from the available data, as no correlations at either age level were significant.

Hypothesis: There will be a positive relationship between the Total Attitude measure and the Total Positive Affect measure. (See Table 15)

Of the two correlations examined, only the relationship at the fourteen-year-old level was significant. This correlation was .17, which was not extremely high. Thus, one must conclude that the hypothesis was verified (though weakly) at the fourteen-year-old level but not at the ten-year-old level.

Hypothesis: There will be negative relationships between the Total Attitude measures and the Total Negative Affect measure. (See Table 15)

Of the two correlations examined both were significant in the (predicted) negative direction. Thus, the correlations were significant at both age levels and, naturally, there were none significant at only one age level.

The correlations ranged between -.19 for the ten-year-old sample and -.14 for the fourteen-year-old sample. Neither of these correlations were very high, but the relationship was apparently somewhat stronger at the ten- than at the fourteen-year-old level.

In conclusion, the hypothesis was verified at both age levels, though the relationship cannot be considered to be of great strength.

Hypothesis: (a) There will be positive relationships among the total amount of Positive Affect and the Total Attitude measure with Coping score totals. (See Table 16)

Of the twelve correlations examined, nine were significant in the predicted direction. At age ten, four of the correlations were significant, while at age fourteen, five of the correlations were significant.

The following correlations were significant at both age levels: between Total Positive Affect and Total Coping Effectiveness; between Total Attitude and Total Stance, Engagement, and Coping Effectiveness.

There was one correlation significant at the fourteen-year-old level only, and that was between Total Positive Affect and Total Stance. There were no correlations significant at the ten-year-old level only.

The correlations ranged between .16 and .32. The highest set of correlations was between Total Attitude and Total Coping (.26, .32). The lowest set of correlations was between Total Positive Affect and Total Coping (.16, .16). There was a fairly good tendency for the correlations to be higher at the fourteen-year-old than at the ten-year-old level.

In conclusion, the hypothesis was completely verified for the relationship between Total Attitude and the Total Coping measures with all six correlations being significant. However, it was only partially verified for the relationship between Total Positive Affect and the Total Coping measures with only three of the six correlations being significant and with much lower coefficients than those found in the relationships with Attitude. One reason for this finding is an artifact of the coding system. Attitude measures are obtained from completely different stems than are the Coping Style measures; thus one may score highly on both. However, affective responses are obtained from the same stems as are the Coping Style responses.. When one gives an affective response (with very few exceptions), it is impossible for it also to be coded high on the Coping Style dimensions. One may either cope or react affectively, but few codes allow for both reactions in the same response.

(b) There will be negative relationships among the total amount of Negative Affect expressed and the Total Attitude mean with the Coping score totals. (See Table 16)

Of the six correlations examined, all were significant in the (predicted) negative direction. Thus, there were three correlations significant at each age level and none significant in only one age group.

The correlations ranged between -.35 and -.82. The highest negative relationship (at both levels) was that between Total Negative Affect and Total Coping Effectiveness (-.82, -.81).

Thus, it may be readily concluded that this hypothesis was totally verified at each age level. Please note the above discussion under part (a) about artifacts of the coding system. The correlations would have to be negative, as to give a negative affective response precludes giving a response which would be coping in nature.

Hypothesis: There will be positive relationships among the measures of the same Story Completion Coping Style dimensions across the different behavior areas.[3]

Engagement (See Table 17)

Of the fifty-six correlations examined, thirty-three were significant in the predicted direction. At age ten there were sixteen significant correlations, while at age fourteen, seventeen of them were significant.

The following correlations were significant at both age levels: between Aggression and Authority (Mother's), Interpersonal Relations (Story Seven), and Nonacademic Task Achievement; between Authority (Mother's) and Interpersonal Relations (Story Four), Interpersonal Relations (Story Seven), Academic Task Achievement, and Nonacademic Task Achievement; between Interpersonal Relations (Story Four) and Interpersonal Relations (Story Seven), and Nonacademic Task Achievement; between Interpersonal Relations (Story Seven)and both Academic and Nonacademic Task Achievement.

Correlations significant at the ten-year-old level only were: between Aggression and Interpersonal Relations (Story Four); between Anxiety and Nonacademic Task Achievement; between Authority (Father's) and Interpersonal Relations (Story Four); and between Interpersonal Relations (Story Four) and Academic Task Achievement.

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[3] Stance was scaled for one story only thus cannot be tested in this hypothesis.

The correlations ranged between -.19 for the ten-year-old sample and -.14 for the fourteen-year-old sample. Neither of these correlations were very high, but the relationship was apparently somewhat stronger at the ten- than at the fourteen-year-old level.

In conclusion, the hypothesis was verified at both age levels, though the relationship cannot be considered to be of great strength.

Hypothesis: (a) There will be positive relationships among the total amount of Positive Affect and the Total Attitude measure with Coping score totals. (See Table 16)

Of the twelve correlations examined, nine were significant in the predicted direction. At age ten, four of the correlations were significant, while at age fourteen, five of the correlations were significant.

The following correlations were significant at both age levels: between Total Positive Affect and Total Coping Effectiveness; between Total Attitude and Total Stance, Engagement, and Coping Effectiveness.

There was one correlation significant at the fourteen-year-old level only, and that was between Total Positive Affect and Total Stance. There were no correlations significant at the ten-year-old level only.

The correlations ranged between .16 and .32. The highest set of correlations was between Total Attitude and Total Coping (.26, .32). The lowest set of correlations was between Total Positive Affect and Total Coping (.16, .16). There was a fairly good tendency for the correlations to be higher at the fourteen-year-old than at the ten-year-old level.

In conclusion, the hypothesis was completely verified for the relationship between Total Attitude and the Total Coping measures with all six correlations being significant. However, it was only partially verified for the relationship between Total Positive Affect and the Total Coping measures with only three of the six correlations being significant and with much lower coefficients than those found in the relationships with Attitude. One reason for this finding is an artifact of the coding system. Attitude measures are obtained from completely different stems than are the Coping Style measures; thus one may score highly on both. However, affective responses are obtained from the same stems as are the Coping Style responses. When one gives an affective response (with very few exceptions), it is impossible for it also to be coded high on the Coping Style dimensions. One may either cope or react affectively, but few codes allow for both reactions in the same response.

> (b) There will be negative relationships among the total amount of Negative Affect expressed and the Total Attitude mean with the Coping score totals. (See Table 16)

Of the six correlations examined, all were significant in the (predicted) negative direction. Thus, there were three correlations significant at each age level and none significant in only one age group.

The correlations ranged between -.35 and -.82. The highest negative relationship (at both levels) was that between Total Negative Affect and Total Coping Effectiveness (-.82, -.81).

Thus, it may be readily concluded that this hypothesis was totally verified at each age level. Please note the above discussion under part (a) about artifacts of the coding system. The correlations would have to be negative, as to give a negative affective response precludes giving a response which would be coping in nature.

Hypothesis: There will be positive relationships among the measures of the same Story Completion Coping Style dimensions across the different behavior areas.[3]

Engagement (See Table 17)

Of the fifty-six correlations examined, thirty-three were significant in the predicted direction. At age ten there were sixteen significant correlations, while at age fourteen, seventeen of them were significant.

The following correlations were significant at both age levels: between Aggression and Authority (Mother's), Interpersonal Relations (Story Seven), and Nonacademic Task Achievement; between Authority (Mother's) and Interpersonal Relations (Story Four), Interpersonal Relations (Story Seven), Academic Task Achievement, and Nonacademic Task Achievement; between Interpersonal Relations (Story Four) and Interpersonal Relations (Story Seven), and Nonacademic Task Achievement; between Interpersonal Relations (Story Seven)and both Academic and Nonacademic Task Achievement.

Correlations significant at the ten-year-old level only were: between Aggression and Interpersonal Relations (Story Four); between Anxiety and Nonacademic Task Achievement; between Authority (Father's) and Interpersonal Relations (Story Four); and between Interpersonal Relations (Story Four) and Academic Task Achievement.

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[3] Stance was scaled for one story only thus cannot be tested in this hypothesis.

Correlations significant at age fourteen only were Aggression with Authority (Father's); Anxiety with both Interpersonal Relations Stories (Four and Seven), and with Academic Task Achievement; Authority with Interpersonal Relations (Story Seven) and with Academic Task Achievement

The correlations ranged between .10 and .30. The highest correlations (at both age levels) were between Aggression and Mother's Authority (.25, .21); Aggression and Story Seven Interpersonal Relations (.24, .29); and between Story Seven Interpersonal Relations and Nonacademic Task Achievement (.23, .30) The story which had the largest amount of significant correlations with other stories (12) was Story Seven Interpersonal Relations, while the ones with the least amount of significant correlations (4) were the Anxiety and Father's Authority stories

All individual story components correlated positively and significantly with the Engagement Total score. The story contributing the most to the Engagement Total score was Story Seven Interpersonal Relations (.49, .58), and the second greatest contribution was from the Aggression story (.50, .52) The Total Engagement score appears to be a fairly good representation of the measures, but not quite as good as some total scores examined earlier

This hypothesis was at least partially verified, with thirty-three of the fifty-six correlations being significant The strength of the relationship was, with one exception, higher in the fourteen-year-old sample than in the ten-year-old sample

Initiation (See Table 18)

Of the fifty-six correlations examined, thirty-three were significant in the predicted direction.

Sixteen of these correlations were significant at the ten-year-old level, while seventeen were significant at the fourteen-year-old level Thus, there was no tendency for the relationships to be greater at one age level than the other.

The following twenty-eight correlations were significant at both age levels (fourteen for each age group): Aggression with Father's Authority, with Mother's Authority, with Story Seven Interpersonal Relations, and with Nonacademic Task Achievement; Anxiety with Nonacademic Task Achievement; Mother's Authority with Story Four and Story Seven Interpersonal Relations, and with Nonacademic Task Achievement; Story Four Interpersonal Relations with Story Seven Interpersonal Relations, and both Academic and Nonacademic Task Achievement; Story

Seven Interpersonal Relations with both Academic and Nonacademic Task Achievement; and Academic Task Achievement with Nonacademic Task Achievement.

The following correlations were significant only at age ten: Anxiety with Story Four Interpersonal Relations, and Mother's Authority with Academic Task Achievement. The following correlations were significant at age fourteen only: Aggression with Story Four Interpersonal Relations, and with Academic Task Achievement; and Anxiety with Mother's Authority.

The correlations ranged between .10 and .26. The highest correlations were between Aggression and Mother's Authority (.23, .19); between Aggression and Story Seven Interpersonal Relations (.19, .26); between Mother's Authority and Story Seven Interpersonal Relations (.18, .22); between Story Seven Interpersonal Relations and Nonacademic Task Achievement (.22, .22); and between Academic and Nonacademic Task Achievement (.25, .15). The weakest correlations were for those relationships significant at one age level only. There was no really noticeable trend for the correlations to be higher at one age level than at the other. All stories had an equal number of significant correlations with other stories (10) except for the Anxiety story with only four significant correlations and the Father's Authority story with only two significant relationships.

The stories which contributed the most heavily to the Initiation Total score were Aggression, Mother's Authority, and Story Seven Interpersonal Relations. The one contributing the least was the Anxiety story. Again, the Total Score appeared to be a fairly good representative of the measure (similar to that for Engagement), but not so representative as some earlier measures.

In conclusion, one can say that the hypothesis was verified to a certain extent and that the degree of relationship was approximately the same at both age levels.

The majority of the nonsignificant relationships were those involving the Father's Authority story and the Anxiety story. The Father's Authority story is always one of the least satisfactory stories in the battery; and Anxiety, being an affective area, is quite different from the other areas. If one ignores these two stories, twenty-nine of the thirty-four remaining correlations would have been significant.

Implementation (See Table 19)

Of the forty-two correlations examined, thirty were significant in the predicted direction. (Story Two, Father's Authority, was not scaled for Implementation.) At the ten-year-old level there were sixteen significant correlations, while at the fourteen-year-old level fourteen were significant. Thus, there was no real tendency for one age group to have more significant correlations than did the other.

The following correlations were significant (in the predicted direction) at both age levels: that between Aggression with Mother's Authority, with Stories Four and Seven Interpersonal Relations, and with Nonacademic Task Achievement; between Anxiety with Story Seven Interpersonal Relations; between Mother's Authority with Stories Four and Seven Interpersonal Relations, and with Nonacademic Task Achievement; Story Four Interpersonal Relations with Story Seven Interpersonal Relations and Nonacademic Task Achievement; and between Story Seven Interpersonal Relations and Nonacademic Task Achievement.

The following correlations were significant at age ten only: Anxiety with Mother's Authority, with Story Four Interpersonal Relations, and with Academic and Nonacademic Task Achievement; between Story Four Interpersonal Relations and Nonacademic Task Achievement.

The following correlations were significant only at the fourteen-year-old level: Aggression with Academic Task Achievement; Mother's Authority with Academic Task Achievement; and Story Seven Interpersonal Relations with Academic Task Achievement.

The correlations ranged between .10 and .26. The highest correlations were between Aggression and Mother's Authority (.26, .20); between Aggression and Story Seven Interpersonal Relations (.22, .26); and between Mother's Authority and Story Four Interpersonal Relations (.23 and .18). There was a slight tendency for the correlations to be higher at age fourteen than at age ten.

All individual Implementation scores were significantly correlated with the Implementation Total score (in the predicted direction). The story which contributed the most (i.e.,was correlated most highly with) to the Total Score was the Mother's Authority story (.52, .52), followed by Story Seven Interpersonal Relations (.45, .55). The correlations of individual with total Implementation scores ranged between .35 (fourteen-year-old Anxiety) and .57 (fourteen-year-old Aggression). It is felt that the Total Score is a fairly good representative of the measure. Story Seven Interpersonal Relations had the largest number of significant correlations (11) with other stories, while Academic Task Achievement had the fewest (5).

In conclusion, the hypothesis was verified to a fairly good extent with thirty of the forty-two correlations being significant and with little age differences observed.

Persistence (See Table 20)

Of the fifty-six correlations examined, twenty-eight of them were significant in the predicted direction. (This is a smaller proportion of significant differences than found with the earlier variables.) There were eleven significant correlations in the ten-year-old sample, and seventeen in the fourteen-year-old sample. This age difference (in favor of the fourteen-year-olds) is one of the larger ones found thus far.

The following correlations were significant in both age groups: Aggression with Story Seven Interpersonal Relations, and with Nonacademic Task Achievement; Anxiety with Stories Four and Seven Interpersonal Relations; Mother's Authority with Nonacademic Task Achievement; Story Four Interpersonal Relations with Academic and Nonacademic Task Achievement, and both Persistence measures for Academic Task Achievement.

Significant at age ten only were the following correlations: Anxiety with Nonacademic Task Achievement; Mother's Authority with Story Seven Interpersonal Relations; and Academic Task Achievement (Method 1) with Nonacademic Task Achievement.

Significant at the fourteen-year-old level only were the following correlations: Aggression with both Persistence measures for Academic Task Achievement; Anxiety with both Persistence measures for Academic Task Achievement; Mother's Authority with Story Four Interpersonal Relations; Story Four Interpersonal Relations with Story Seven Interpersonal Relations and the second Persistence measure for Academic Task Achievement; and Story Seven Interpersonal Relations with Academic and Nonacademic Task Achievement.

The correlations ranged between .75 and .10. However, the very high correlation coefficients (.75, .71) were those based on the two different methods for measuring Persistence from the same story (Academic Task Achievement), and thus should be discounted, as they are artificially inflated, being based on the same story data. Thus, excluding these correlations, the range was between .10 and .24. The strongest correlation (aside from the artificially inflated ones mentioned earlier) were those between Aggression and Story Seven Interpersonal Relations (.20, .16) and between Story Four Interpersonal Relations and Nonacademic Task Achievement (.15, .24).

The component scores which contributed the most (i.e., had the highest correlations with) to the Total Persistence score were Academic Task Achievement - Method 1 - (.58, .62), followed by Anxiety (.50, .45). The one which contributed the least was the Mother's Authority story (.28, .36). The Total Score for Persistence was just slightly less representative of the Persistence measure than were the Total Scores discussed earlier for different dimensions.

In summary, twenty-eight of the fifty-six correlations examined were significant for Persistence. Story Four Interpersonal Relations and Nonacademic Task Achievement correlated more frequently with other Persistence measures than did other stories. Support for the hypothesis was somewhat better at the fourteen-year-old level than at age ten. However, the data did not lend as much support to this hypothesis for Persistence as did the data for other dimensions.

Coping Effectiveness (See Table 21)

Of the fifty-six correlation coefficients examined for Coping Effectiveness, thirty-two were significant in the predicted direction. In the ten-year-old sample there were fifteen significant correlations, while in the fourteen-year-old sample there were seventeen significant correlations. Thus, there was no real age difference in the number of significant correlations.

The following correlations were significant at both age levels: Aggression with both Father's and Mother's Authority, and with both Interpersonal Relations stories; Father's Authority with Academic Task Achievement; Mother's Authority with both Interpersonal Relations stories and with both Academic and Nonacademic Task Achievement; Story Four Interpersonal Relations with Nonacademic Task Achievement; and Story Seven Interpersonal Relations with both Academic and Nonacademic Task Achievement. The following correlations were significant at age ten only: Anxiety with (Story Four) Interpersonal Relations; Father's Authority with (Story Four) Interpersonal Relations; and Story Four Interpersonal Relations with Academic Task Achievement.

The following correlations were significant in the fourteen-year-old sample only: Aggression with Anxiety and Academic and Nonacademic Task Achievement; Father's Authority with (Story Seven) Interpersonal Relations; and Story Four Interpersonal Relations with Story Seven Interpersonal Relations.

The significant correlations ranged between .10 and .31. The strongest correlations were between Aggression and (Mother's) Authority (.31, .22) and between Aggression and Story Seven Interpersonal Relations. Aggression was more frequently significantly related (11 times) to the other items than was any other item. Anxiety had the least (2) number of significant correlations.

The following component scores contributed the most highly to the Coping Effectiveness Total score: Mother's Authority (.55, .54), Story Seven Interpersonal Relations (.47, .59), and Aggression (.48, .58). Anxiety contributed the least amount (.31, .29). In general the Total Coping Effectiveness score appears to be one of the better representatives of the component measures. There appeared to be a tendency for the fourteen-year-old correlations to be of greater magnitude than were those found in the ten-year-old sample, when correlations for both age groups were significant.

It may be concluded that this hypothesis had sufficient significant data to confirm it, with some indication that the relationships were somewhat more substantial in the fourteen-year-old than in the ten-year-old sample. Thirty-two of the fifty-six correlation coefficients were significant.

Affect Associated With The Problem (See Table 22)

Of the fifty-six correlation coefficients examined, only twenty were significant in the predicted direction. Of these, twelve were significant at age ten, while eight were significant at the fourteen-year-old level, indicating a slight tendency for there to be a greater relationship among the ten-year-olds than the fourteen-year-olds.

The following four pairs of correlations were significant at both age levels: Anxiety with Story Four Interpersonal Relations and Nonacademic Task Achievement; Mother's Authority with Nonacademic Task Achievement; and Story Seven Interpersonal Relations with Nonacademic Task Achievement.

The following correlations were significant at the ten-year-old level only: Aggression with both Interpersonal Relations stories, and with both Academic and Nonacademic Task Achievement; Father's Authority with Story Four Interpersonal Relations and with Nonacademic Task Achievement; Story Four Interpersonal Relations with Nonacademic Task Achievement; and Academic with Nonacademic Task Achievement.

The following correlations were significant at the fourteen-year-old level only: Anxiety with Mother's Authority; and Mother's Authority with Stories Four and Seven Interpersonal Relations and Academic Task Achievement.

The correlations ranged between .10 and .27. The highest correlations were (in the fourteen-year-old sample): Nonacademic Task Achievement with Mother's Authority (.25) and with Story Seven Interpersonal Relations (.27).

The story which contributed most highly to the Total Score was the Anxiety story (.49, .51), which is not unexpected since an Anxiety problem is an affective one. The second highest contribution was from the Nonacademic Task Achievement story (.43, .52). The Total Score seems to represent the measure a little less well than does the Total Score for some other dimensions.

The story which had the most significant correlations with other stories (10) was Nonacademic Task Achievement, while Father's Authority and Academic Task Achievement had the fewest significant correlations (two and three, respectively).

In conclusion, twenty of the fifty-six correlations were significant in the predicted direction. This did not lend nearly as much support to the hypothesis as did evidence pertaining to other dimensions.

Evidently the expression of affect depends, in part, on the specific nature of the problem or general area concerned, or so one might surmise from the Story Completion results.

Affect Associated With The Outcome (See Table 23)

Of the fifty-six correlations examined, only twelve showed significant differences in the predicted direction.

There was no correlation which was significant at both age levels.

Three correlations only were significant at the ten-year-old level, while nine were significant at the fourteen-year-old level.

The following correlations were significant at age ten: Aggression with Mother's Authority and Academic Task Achievement; and Anxiety with Mother's Authority.

The following correlations were significant at age fourteen: Aggression with Anxiety, Story Four Interpersonal Relations, and Nonacademic Task Achievement; Nonacademic Task Achievement with Anxiety, and both Interpersonal Relations stories; Story Seven Interpersonal Relations with Father's Authority and Story Four Interpersonal Relations; and Story Seven Interpersonal Relations with Academic Task Achievement.

The correlations ranged between .13 and .24. The highest were (at age fourteen) between Story Seven Interpersonal Relations and both Nonacademic and Academic Task Achievement.

The story which contributed the most to the Total Score was Story Seven Interpersonal Relations (.38, .59). The Total Score does not reflect this measure as well as do other Total Scores, as many of the correlations with component scores were rather low.

With only twelve of the fifty-six correlations significant, it cannot be concluded that this hypothesis was verified with existing data, especially at the ten-year-old level. Evidently, as with the other affective measure, expression of affect depends much on the specific nature of the problem rather than being a uniform dimension or behavioral reaction common to all problems.

Hypothesis: There will be positive relationships among the Story Completion Total Affect measure and the Total Coping Style measures. (See Table 24)

Of the twenty correlations examined for this hypothesis, all twenty were significant. Ten were significant at each age level; there were no correlations significant at only one age level.

The correlations ranged between .33 and .65. The strongest correlations were between the Engagement Total and both Affect measures; and between the Coping Effectiveness Total and both Affect measures, at both age levels. The correlations ranged between .45 and .65. There was a very strong tendency for the ten-year-old correlations to be higher than at age fourteen. In fact, in all ten pairs of correlations, the ten-year-old sample showed the strongest relationship.

In summary, it may be safely concluded that the above hypothesis was verified at both age levels, but with a greater strength of relationship in the ten-year-old sample than in the fourteen-year-old group. Apparently expression of positive (or at least not negative) affect appears to go hand in hand with effective coping behavior especially in the ten-year-old sample.

Hypothesis: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

Engagement (See Table 25)

Of the eighty correlation coefficients examined for this hypothesis, only four were significant in the predicted direction. In no case was a correlation significant at both age levels. There was one correlation significant at age ten and that was between Story Completion Mother's Authority and Sentence Completion Aggression.

Significant at age fourteen only were the correlations between Story Completion Anxiety and Sentence Completion Interpersonal Relations; and Story Completion Nonacademic Task Achievement and Sentence Completion Aggression and Task Achievement. Thus, only this latter correlation actually related to the hypothesis.

The range of correlations was between .11 and .14.

The Total Scores (both for Sentence and Story Completion) did not reveal any significant relationships.

In short, the hypothesis was not verified from the data. Evidently the Story Completion format, where there is no limit on the length of response, results in different response patterns, when compared to the short responses to the Sentence Completion, where the first remark becomes the coded response. That is, should a child make an affective response to Sentence Completion stems, this automatically excludes a high score on Engagement. However, on the Story Completion, the same affective response may be first made, then followed by a detailed story which could result in a high Engagement (or any other dimension) score.

Coping Effectiveness (See Table 26)

Of the eighty correlations examined, only eleven were significant. Of these, only three of them were correlations involving the same area across the two instruments. That is (at age ten) Story Completion Father's Authority was significantly correlated with Sentence Completion Authority. At ages ten and fourteen Story Completion Mother's Authority was significantly correlated with Sentence Completion Authority. Thus, of the eighty correlations, only fourteen actually were related to the hypothesis. And of the fourteen, three were significant.

The range of correlations (directly related to the hypothesis) was between .13 and .15. All significant correlations were in the Authority area; that is, of the four possible Authority correlations, three were significant.

There were very few significant correlations of component scores from one instrument with total scores for the other instrument. Of the twenty-eight Total Score correlations with component scores, only five were significant. Four of these involved Sentence Completion Total scores while the other was for Story Completion Total Score. Again, Story Completion Authority (Mother's) correlated significantly at both age levels with the Sentence Completion Total score. All correlations involving total scores with component scores from the other instrument were all quite low (between .10 and .12); thus, the Total Scores cannot be said to be good representatives of the dimension as measured in another instrument.

In conclusion, it may be said that, for Authority, the hypothesis was verified, but, for the other areas it was not verified. One should refer to comments made under the same hypothesis for the dimension of Engagement.

Hypothesis: The Story Completion Affect measures will be positively related to the Sentence Completion Affect measures and negatively related to the Sentence Completion Negative Affect measures of the same behavior area.

Story Problem Affect and Sentence Positive and Negative Affect-Table 27

Of the twenty-eight correlations examined (out of the total matrix) which pertained to the hypothesis, only two were significant and these (involving Negative Affect) were significant in the (predicted) negative direction. They both involved the ten-year-old sample, and one was between Story and Sentence Completion Anxiety, while the other was between Story and Sentence Completion Task Achievement.

The correlations were low, ranging between .10 and .14.

Of the thirty-six total scores, only in four cases were there significant correlations with component scores from the other instrument (two for Sentence and two for Story Completion), and these correlations were low. Thus, again, one cannot conclude that the Total Score from one instrument is a good representative of the measure in the other instrument.

In summary, there was insufficient data for verification of the hypothesis.

Story Outcome Affect and Sentence Positive and Negative Affect-Table 28

Of the twenty-eight correlation coefficients (out of the total matrix) relevant to the hypothesis, only two were significant in the predicted direction, one at age ten and one at age fourteen.

At the ten-year-old level the significant correlation was between Story Completion (Story Four) Interpersonal Relations and Sentence Completion Interpersonal Relations Negative Affect. (Another Academic Task Achievement correlation at age ten was in the wrong direction from that predicted.)

At age fourteen there was a significant (positive) correlation between Story Completion Mother's Authority and Sentence Completion Authority Positive Affect. (Another fourteen-year-old correlation for Anxiety was significant, but not in the predicted direction.)

These correlations ranged between .15 and .19, with the strongest being in the Authority correlation.

Of the fifty-two total scores involved, only six correlated with the component scores from the other instrument. Of these six, only four were significant in the predicted direction, and all four were at the fourteen-year-old level. Two involved Story Completion Total scores and the other two were for Sentence Completion Total scores. These correlations ranged between .11 and .16. With only four out of fifty-two total score correlations significant, it cannot be assumed that the total scores from one instrument are good representatives of the component scores from the other instrument.

In summary, with only two of the (predicted) correlation coefficients significant in the predicted direction, it is safe to say that the hypothesis was not verified.

Hypothesis: The Sentence and Story Completion Total measures of Coping Style dimensions will be positively related to the SAI Coping measures and negatively related to the SAI Defensive measures.

Sentence Completion and SAI (See Table 29)

Of the twenty-four correlation coefficients examined which relate to this hypothesis, fifteen were significant in the predicted direction. That is, there were seven positive correlations between Sentence Completion Coping measures and SAI Coping measures, and eight negative correlations with the SAI Defensive measures.

There were five significant correlations in the ten-year-old sample and ten in the fourteen-year-old sample. Thus, the degree of relationship appeared to be greater in the fourteen-year-old than in the ten-year-old sample.

The following correlations were significant at both age levels: between Total Stance and SAI Active Coping, and Active Defensive behavior; between Total Coping Effectiveness and Active Coping, Active Defensive, and Passive Defensive behavior.

There were no correlations significant at age ten only. At age fourteen the following additional correlations were significant: Total Stance with Active Coping and Passive Defensive behavior; Total Engagement with Active Coping and Passive Defensive; and Total Coping Effectiveness with Passive Coping.

The correlations ranged between .12 and -.27. The strongest correlations (at both age levels) were the negative correlations between Total Coping Effectiveness and Active Defensive behavior (-.27, -.24).

In summary, it appears safe to conclude that the hypothesis was verified with fifteen of the twenty-four correlations significant.

The hypothesis was more strongly verified at the fourteen-year-old level with ten of the twelve correlations significant; thus, one may conclude without reservations that the hypothesis was verified in the fourteen-year-old sample. Passive Coping correlated the most poorly with the Sentence Completion Total scores while the Active Coping and Defensive scales showed the best relationship.

Story Completion and SAI (See Table 30)

Of the forty-eight correlations involved in testing this hypothesis, only eight were significant in the predicted direction. There were only two positive correlations between the Story Completion Total scores and the two Coping measures of the SAI, while there were six negative correlations with the Defensive measures from the SAI.

At age ten there was only one significant correlations, while there were seven in the fourteen-year-old sample.

Only one correlation was significant at both age levels and that was the one between Story Completion Initiation and Active Defensive behavior (-.10, -.16). Significant at the fourteen-year-old level only were the following relationships: Total Stance with Active Coping; Total Engagement with Active Defensive; Total Initiation with Passive Coping; and Active Defensive with Total Implementation, Persistence, and Coping Effectiveness.

The correlations ranged between -.10 and -.18. The strongest were between Active Defensive and both Total Engagement (-.18) and Total Coping Effectiveness (-.17).

Active Defensive behavior appeared to correlate most highly with the Story Completion Total scores since six of the eight correlations involved the Active Defensive scale.

In summary, it cannot be concluded that the hypothesis was verified when Story Completion Total scores were involved. There is obviously a greater relationship between Sentence Completion data and the SAI than between the SAI and the Story Completion. Perhaps there is something related to the greater length of response for the Story Completion items which contributes to this lowered relationship with the SAI. For both Sentence and Story Completion, the relationship was greater in the fourteen-year-old sample than in the ten-year-old sample. Active Defensive appears to be the SAI scale which is most highly (and negatively) related to both Sentence and Story Completion Total scores.

Hypothesis: There will be a positive correlation between the SAI Coping measures and the Story Completion Affect measures and the Sentence Completion Positive Affect measure. There will be a negative correlation between the SAI Defensive measures and the Story Completion Positive Affect measure. The relationship between SAI Defensive scales and Sentence Completion Negative Affect will be positive. (See Table 31)

Of the thirty-two correlations examined which relate to this hypothesis, only eight were significant in the predicted direction. At age ten there were five significant correlations, while at age fourteen there were only three correlations which were significant at both age levels. These were between (a) Story Completion Outcome Affect with Passive Coping (.13, .10); (b) Total Sentence Completion Negative Affect with Active Defensive (.24, .13), and with Passive Defensive (.17, .21). Significant at age ten only were the correlations between Sentence Completion Total Positive Affect and both Active and Passive Defensive behavior.

The correlations ranged between .10 and .24. The highest correlation was between Sentence Completion Negative Affect and Active Defensive behavior (.24) at age ten.

In summary, the data did not support the total hypothesis, with only eight of the thirty-two correlations being significant. There was total support for the one subsection of the hypothesis concerning the relationship between Negative Affect and SAI Defensive behavior. This is due to a tendency for the same sorts of behavior which is classified as Defensive on the SAI (with few exceptions) to be that which is automatically coded in the Negative Affect categories of the Sentence Completion. The other affective measures, however, do not necessarily relate to effective coping, as previous data has revealed. This is, in part, due to the different structure of the Story Completion as an unlimited free response instrument allowing for both affective and coping behavior to occur, and also in part to the rare frequency of positive affective responses in the Sentence Completion.

Hypothesis: The Occupational Values Intrinsic measures will be positively related with the Sentence and Story Total Coping dimension measures. (See Table 32)

Of the one hundred and ninety-eight correlation coefficients examined pertaining to this hypothesis, only twenty were significant in the predicted direction. (There were four significant in the opposite direction from that predicted.)

Of the fifty-four correlations involving Sentence Completion variables, nine were significant, while of the one hundred and forty-four Story Completion variables, eleven were significant. Thus, a greater proportion of Sentence Completion variables correlated with the Intrinsic values than did the Story Completion variables.

At the ten-year-old level there were fifteen significant correlations, while at the fourteen-year-old level only five correlations were significant. Thus, the strength of the relationship (though weak overall) was much greater at the ten-year-old level than at age fourteen.

There were only two sets of correlations which were significant at both age levels. These were Intellectual Stimulation with Sentence Completion Total Coping Effectiveness and with Story Completion Initiation.

The following correlations were significant at age ten only: Altruism with Sentence Completion Stance and Coping Effectiveness; Independence with Story Completion Implementation and Coping Effectiveness; Self-Satisfaction with Sentence Completion Stance and Coping Effectiveness; Intellectual Stimulation with Story Completion Engagement; Variety with Sentence Completion Coping Effectiveness, and with Story Completion Stance and Persistence; and the Total Intrinsic score with Sentence Completion Stance and Coping Effectiveness, and with Story Completion Initiation.

Significant at the fourteen-year-old level only was the relationship between Altruism and Story Completion Persistence; between Intellectual Stimulation and Story Completion Acceptance of Authority; and between Variety and Story Completion Initiation.

The correlations ranged between .10 and .16, indicating rather weak relationships even when significant. The highest (.16) was between Intellectual Stimulation and Sentence Completion Coping Effectiveness at the ten-year-old level.

Of the twenty-two correlations involving Sentence and Story Completion variables with the Intrinsic Total score, only three were significant, and these were all in the ten-year-old sample. The greatest relationship seemed to be between Sentence Completion Coping Effectiveness and the Total Intrinsic score (.15).

In summary, it cannot be concluded that the hypothesis was verified. The relationship between Intrinsic and Sentence Completion variables was greater than with Story Completion. Also the relationship was somewhat better overall in the ten-year-old sample. Intellectual Stimulation correlated most frequently with the Coping Style measures, Hypothesis: There will be a positive correlation between the SAI Coping measures and the Story Completion Affect measures and the Sentence Completion Positive Affect measure. There will be a negative correlation between the SAI Defensive measures and the Story Completion Positive Affect measure. The relationship between SAI Defensive scales and Sentence Completion Negative Affect will be positive. (See Table 31)

Of the thirty-two correlations examined which relate to this hypothesis, only eight were significant in the predicted direction. At age ten there were five significant correlations, while at age fourteen there were only three correlations which were significant at both age levels. These were between (a) Story Completion Outcome Affect with Passive Coping (.13, .10); (b) Total Sentence Completion Negative Affect with Active Defensive (.24, .13), and with Passive Defensive (.17, .21). Significant at age ten only were the correlations between Sentence Completion Total Positive Affect and both Active and Passive Defensive behavior.

The correlations ranged between .10 and .24. The highest correlation was between Sentence Completion Negative Affect and Active Defensive behavior (.24) at age ten.

In summary, the data did not support the total hypothesis, with only eight of the thirty-two correlations being significant. There was total support for the one subsection of the hypothesis concerning the relationship between Negative Affect and SAI Defensive behavior. This is due to a tendency for the same sorts of behavior which is classified as Defensive on the SAI (with few exceptions) to be that which is automatically coded in the Negative Affect categories of the Sentence Completion. The other affective measures, however, do not necessarily relate to effective coping, as previous data has revealed. This is, in part, due to the different structure of the Story Completion as an unlimited free response instrument allowing for both affective and coping behavior to occur, and also in part to the rare frequency of positive affective responses in the Sentence Completion.

Hypothesis: The Occupational Values Intrinsic measures will be positively related with the Sentence and Story Total Coping dimension measures. (See Table 32)

Of the one hundred and ninety-eight correlation coefficients examined pertaining to this hypothesis, only twenty were significant in the predicted direction. (There were four significant in the opposite direction from that predicted.)

Of the fifty-four correlations involving Sentence Completion variables, nine were significant, while of the one hundred and forty-four Story Completion variables, eleven were significant. Thus, a greater proportion of Sentence Completion variables correlated with the Intrinsic values than did the Story Completion variables.

At the ten-year-old level there were fifteen significant correlations, while at the fourteen-year-old level only five correlations were significant. Thus, the strength of the relationship (though weak overall) was much greater at the ten-year-old level than at age fourteen.

There were only two sets of correlations which were significant at both age levels. These were Intellectual Stimulation with Sentence Completion Total Coping Effectiveness and with Story Completion Initiation.

The following correlations were significant at age ten only: Altruism with Sentence Completion Stance and Coping Effectiveness; Independence with Story Completion Implementation and Coping Effectiveness; Self-Satisfaction with Sentence Completion Stance and Coping Effectiveness; Intellectual Stimulation with Story Completion Engagement; Variety with Sentence Completion Coping Effectiveness, and with Story Completion Stance and Persistence; and the Total Intrinsic score with Sentence Completion Stance and Coping Effectiveness, and with Story Completion Initiation.

Significant at the fourteen-year-old level only was the relationship between Altruism and Story Completion Persistence; between Intellectual Stimulation and Story Completion Acceptance of Authority; and between Variety and Story Completion Initiation.

The correlations ranged between .10 and .16, indicating rather weak relationships even when significant. The highest (.16) was between Intellectual Stimulation and Sentence Completion Coping Effectiveness at the ten-year-old level.

Of the twenty-two correlations involving Sentence and Story Completion variables with the Intrinsic Total score, only three were significant, and these were all in the ten-year-old sample. The greatest relationship seemed to be between Sentence Completion Coping Effectiveness and the Total Intrinsic score (.15).

In summary, it cannot be concluded that the hypothesis was verified. The relationship between Intrinsic and Sentence Completion variables was greater than with Story Completion. Also the relationship was somewhat better overall in the ten-year-old sample. Intellectual Stimulation correlated most frequently with the Coping Style measures, indicating that choice of this value tends to be related to good coping responses to a greater extent than does any other Intrinsic value.

Hypothesis: The Occupational Values Intrinsic measures will be positively related with the SAI Coping measures and negatively related with the SAI Defensive measures. (See Table 33)

Of the seventy-two correlations examined relating to this hypothesis only eleven were significant in the predicted direction. (There were seven significant correlations which were in the opposite direction from that predicted.)

There was only one correlation between the Intrinsic values and the SAI Coping measures, while there were ten correlations with the Defensive measures. At the ten-year-old level there were six significant correlations, while at age fourteen there were five.

Eight of the correlations (or four pairs) were significant at both age levels. These were between Active Defensive and Altruism, Self-Satisfaction, Intellectual Stimulation, and the Intrinsic Total scores. Significant at age ten only were the relationships of Creativity with Active Coping, and of Variety with Active Defensive behavior. Significant at age fourteen only was the relationship (negative) between Esthetics and Active Defensive behavior.

The correlations ranged between .10 and -.21. The highest correlation (-.21) was between Self-Satisfaction and Active Defensive behavior.

When considering the Total Intrinsic score, the SAI Active Defensive scale was the most highly related to this total measure. Of the total of eleven significant correlations, eight involved Active Defensive behavior, and this was correlated with the Intrinsic Total at both age levels.

In summary, with only eleven of the seventy-two correlations examined being significant (in the predicted direction), very poor support was given for the hypothesis and it cannot be said to have been verified. Again, notice that when the SAI is involved, the greatest relationships appear to involve the Active Defensive scale.

Hypothesis: The Occupational Values Intrinsic measures will be positively related with the two Story Completion Total Affect measures and the Sentence Completion Total Positive Affect measure, and negatively related with the Sentence Total Negative Affect measure. (See Table 34)

Of the seventy-two correlations examined pertaining to this hypothesis, only six were significant in the predicted direction, lending very poor support to the hypothesis. Three of these correlations were significant at age ten and the other three at age fourteen. There were no correlations significant at both age levels.

The following correlations were significant at age ten only: between Independence and Story Completion Problem Affect; and between Sentence Completion Negative Affect and both Intellectual Stimulation and Variety.

Significant at age fourteen only were the relationships between Sentence Completion Positive Affect and both Altruism and Self-Satisfaction; and between Creativity and Sentence Completion Negative Affect.

The correlations ranged between .12 and -.16. The strongest was between Variety and Sentence Completion Negative Affect (-.16) at the ten-year-old level.

In summary, it cannot be concluded that this hypothesis was verified with only six of the seventy-two correlations being significant. Evidently specific value systems and expression of affect are not very highly related.

Hypothesis: The Occupational Values Extrinsic measures will be negatively related with the Sentence and Story Total Coping dimension measures. (See Table 35)

Of the one hundred and forty-four correlations examined pertaining to this hypothesis, only twenty-three were significant in the predicted direction. Of these, eleven were significant which involved Sentence Completion data (out of a total of forty-two correlations); and twelve were significant in the Story Completion (out of a total of eighty-four correlations). Thus, again, there was a greater proportion of significant correlations involving the Sentence Completion than the Story Completion variables.

At the ten-year-old level there were fifteen significant correlations, while at the fourteen-year-old level there were eight significant relationships. Thus, the relationship appeared to be somewhat stronger in the ten-year-old than in the fourteen-year-old sample.

There was only one set of correlations significant at both age levels, that between Economic Returns and Sentence Completion Coping Effectiveness.

Significant at the ten-year-old level only were the following: Success with Sentence Completion Stance, Engagement, and Coping

Effectiveness; Prestige with all Sentence Completion variables and with the Story Completion Engagement, Initiation, Persistence, and Coping Effectiveness; Economic Returns with Sentence Completion Stance; and Total Extrinsic with Sentence Completion Stance and Coping Effectiveness, and with Story Completion Initiation. Significant at age fourteen only were the correlations between Economic Returns and Story Completion Engagement, Initiation, Persistence, and Coping Effectiveness; and that of Follow Father with Story Completion Stance, Engagement, and Coping Effectiveness.

The correlations ranged between .10 and .22. The highest correlation (-.22) was between Prestige and Sentence Completion Coping Effectiveness at age ten.

Prestige and Economic Returns were the two Extrinsic values which correlated with more of the Coping measures (seven apiece) than did any other Extrinsic value. In the ten-year-old sample, Prestige was significantly (negatively) correlated in all but two instances with the Coping measures. Economic Returns had the stronger relationship (again negative) in the fourteen-year-old sample. Thus, fourteen of the twenty-three correlations involved the two above mentioned values. Sentence Completion Coping Effectiveness was significantly correlated with Extrinsic values more frequently than was any other Coping measure.

In summary, the hypothesis cannot be said to have been verified as stated. However, two of the Extrinsic values did follow the direction of the hypothesis (Prestige and Economic Returns). Thus, there appeared to be a real tendency for those children with good coping scores to choose these two values less frequently than did those children with poorer coping scores. Since Prestige and Economic Returns best typify the Extrinsic concept, perhaps the hypothesis may be a sound one, but the values all classified as Extrinsic do not represent a unitary dimension.

Hypothesis: The Occupational Values Extrinsic measures will be negatively related with the SAI Coping measures and positively related with the SAI Defensive measures. (See Table 36)

Of the sixty-four correlations examined which pertained to this hypothesis, only seven were significant in the predicted direction. Furthermore, all seven of these involved Active Defensive behavior. There were no significant correlations (in the predicted direction) involving the other three SAI variables.

Four of the correlations were significant at age ten, while three were significant in the fourteen-year-old sample.

Of the seven correlations, six (or three pairs) were significant at both age levels. These were the correlations between the Active Defensive score and Prestige, Economic Returns, and Total Extrinsic score. Significant at age ten only was the relationship between Success and Active Defensive behavior. There were no correlations significant only at age fourteen.

The correlations ranged between .11 and .20 with the highest being between Economic Returns and the Active Defensive scale in the fourteen-year-old sample.

As found with all earlier hypotheses involving the SAI, the Active Defensive scale contributes more highly to the Total Extrinsic score, as well as being significantly correlated with more individual Extrinsic values, than any other SAI scale. Perhaps a negative self-portrayal may be more valid than the positive ones!

One must conclude, however, that the hypothesis was not verified since only seven of the sixty-four correlations were significant.

Hypothesis: The Occupational Values Extrinsic measures will be negatively related with the two Story Total Affect measures and the Sentence Total Positive Affect measure, and positively with the Sentence Total Negative Affect measure. (See Table 37)

Of the sixty-four correlation coefficients examined which were pertinent to this hypothesis, only four were significant in the predicted direction.

There were three correlations significant at the ten-year-old level and only one at the fourteen-year-old level. There were no correlations significant at both age levels.

At the ten-year-old level the following correlations were significant: Sentence Completion Negative Affect (negatively correlated) with Success and Prestige; and Sentence Completion Positive Affect with Prestige. At the fourteen-year-old level, Associates was correlated with Sentence Completion Negative Affect.

The correlations ranged between .11 and .15. The strongest correlation was between Sentence Completion Negative Affect and Prestige.

No affect scores were significantly correlated with the Total Extrinsic score.

In summary, this hypothesis was not verified, as only four of the sixty-four correlations were significant.

Hypothesis: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be positively related with the Sentence and Story Total Coping dimension measures. (See Table 38)

Of the fifty-four correlations pertinent to this hypothesis, only five were significant in the predicted direction. Of these, only one was significant in the ten-year-old sample, while the other four were significant in the fourteen-year-old sample.

There was one pair of correlations significant at both age levels. That was between Educational Aspiration and Sentence Completion Coping Effectiveness. (There were no correlations significant at age ten only.) Significant at age fourteen only were the following correlations: Occupational Aspiration with Sentence Completion Coping Effectiveness; and Educational Aspiration with Sentence Completion Stance and Engagement.

The correlations ranged between -.10 and -.17. The highest (-.17) was between Educational Aspiration and Sentence Completion Coping Effectiveness.

With only five of the fifty-four correlations significant (in the predicted direction) it cannot be concluded that the hypothesis was verified. Evidently stated future aspiration level is not related to the self-report of present coping behavior.

Hypothesis: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be positively related with the SAI Coping measures and negatively related with the SAI Defensive measures. (See Table 39)

Of the twenty-four correlations examined which were pertinent to this hypothesis, seven were significant in the predicted direction (almost one-third).

Two correlations were significant at the ten-year-old level; while five correlations were significant in the fourteen-year-old sample, indicating a slightly greater degree of relationship in the fourteen-year-old sample.

One pair of correlations was significant at both age levels. That was between Educational Aspiration and the Active Defensive scale. Significant at age ten only was the correlation (negative) between Educational Aspiration and the Passive Defensive scale. Significant at the fourteen-year-old level only were(a) the positive relationship between Active Coping and both Occupational Expectation and Educational Aspiration, (b) the negative relationship between Occupational Expectation and the Active Defensive scale, and (c) the negative relationship between Occupational Aspiration and Passive Defensive behavior.

The correlations ranged between .10 and .18. The highest (negative) correlation was between Educational Aspiration and Passive Defensive behavior (.18) at the ten-year-old level.

One may conclude tentatively that the hypothesis was partially verified, with seven of the twenty-four correlations significant. Educational Aspiration was better correlated with the SAI measures than was either Occupational measure; and the relationship appeared somewhat better at age fourteen than at age ten.

Hypothesis: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be positively related with the two Story Total Affect measures and the Sentence Total Positive Affect measure, and negatively related with the Sentence Total Negative Affect measure. (See Table 40)

Of the twenty-four correlations examined pertaining to this hypothesis only two were significant in the predicted direction. One was significant at age ten and the other at age fourteen. Both correlations were between the same variables; that is, between Educational Aspiration and Sentence Completion Negative Affect. There were no correlations significant at one age level only.

The correlations ranged between .11 and .12; thus, the strength of relationship was also quite poor.

In summary, with only two of the twenty-four correlations significant, one must conclude that the hypothesis was not verified from existing data.

Hypothesis: There will be a positive relationship among the Parent/Child Interaction items. (See Table 60)

Of the twelve correlations examined which pertained to this hypothesis, ten were significant in the predicted direction. Of these, five were significant at the ten-year-old level and five significant at the fourteen-year-old level.

All ten correlations (five pairs) were significant at both age levels. These were: (a) between "Self-Image" and both Interaction with Mother and with Father; (b) between Parent/Child Interaction and both Interaction with Mother and with Father; and (c) between Interaction with Mother and Interaction with Father. Thus, there were no correlations significant at one age level only.

The correlations ranged between .12 and .71. The highest correlations (.71, .72) were between Parent/Child Interaction and Interaction with Father at both age levels.

In summary, it may be easily concluded that the hypothesis was verified at both age levels, with ten of the twelve correlations significant and most correlations rather high.

Hypothesis: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion instrument, and a negative relationship with the Authority Negative Affect measure. (See Table 61)

Of the forty-eight correlations examined which were pertinent to the hypothesis, seventeen were significant in the predicted direction.

Of these seventeen correlations, eight were significant in the ten-year-old sample and nine significant in the fourteen-year-old sample. Of these correlations, ten (or five pairs) were significant at both age levels. These were: (a) between Self-Image and both Attitude toward Authority and Authority Coping Effectiveness; (b) between Interaction with Mother and Attitude toward Authority; and (c) between Interaction with Father and both Attitude toward Authority and Authority Coping Effectiveness. Significant at age ten only were (a) the negative correlation between Self-Image and Authority Negative Affect; and (b) between Parent/Child Interaction and Attitude toward Authority.

Significant at age fourteen only were the correlations (a) between Self-Image and Authority Stance; (b) between Interaction with Mother and both Authority Engagement and Authority Coping Effectiveness; and (c) between Interaction with Father and Authority Stance.

The correlations ranged between .10 and .18. The highest correlations (.18) were between Attitude toward Authority and both Self-Image (at age fourteen) and Attitude toward Father (at age ten).

In conclusion, only very tentative support can be lent to the hypothesis, with only seventeen of the forty-eight correlations significant. Attitude toward Authority was significantly correlated more frequently with the Parent/Child Interaction items than was any other Authority scale (seven of eight correlations).

Hypothesis: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion instrument, and a negative relationship with the Total Negative Affect measure. (See Table 62)

Of the forty-eight correlations examined which pertained to this hypothesis, fourteen were significant in the predicted direction. Of these, four were significant in the ten-year-old sample and ten significant in the fourteen-year-old sample. Six correlations (or three pairs) were significant in both age groups. These were between Total Attitude and Self-Image, Interaction with Mother, and Interaction with Father. Significant at age ten only was the negative correlation between Negative Affect and Interaction with Father. Significant at age fourteen only were the correlations between (a) Self-Image and both Total Stance and Total Coping Effectiveness; (b) between Parent/Child Interaction and both Total Engagement and Total Coping Effectiveness; (c) between Interaction with Mother and both Total Stance and Total Engagement; and (d) between Interaction with Father and Total Stance.

The correlations ranged between .10 and .24. The highest correlations (.21, .24) were between Self-Image and Total Attitude.

With only fourteen of the forty-eight correlations significant in the predicted direction, little support for this hypothesis can be discerned. Much more support (ten out of twenty-four) was present in the fourteen-year-old sample when compared to the ten-year-old sample (four out of twenty-four). Thus, tentative support can be lent at age fourteen, but virtually no support at age ten.

Hypothesis: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and the Story Completion Coping Effectiveness scores for the two Authority stories. (See Table 63)

Of the sixteen correlations examined pertinent to this hypothesis, only one was significant in the predicted direction. This was between Interaction with Mother and the Mother's Authority Coping Effectiveness score at age ten. This correlation was .10.

Thus, no support can be given to the above hypothesis.

Hypothesis: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and the Attitude toward Authority measure of the Story Completion. (See Table 64)

No correlation coefficients were significant which pertained to this hypothesis. Thus, it must be concluded that this hypothesis was not verified.

Hypothesis: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Coping Style, Coping Effectiveness, and Affect Scale scores of the Story Completion instrument. (See Table 65)

Of the sixty-four correlation coefficients examined which pertained to this hypothesis, only one was significant in the predicted direction. This was between Self-Image and Total Stance (.10) at the ten-year-old level.

Thus, it must be concluded that the hypothesis was not verified at either age level.

Hypothesis: There will be a positive relationship between the Parent/Child Interaction items from the Sentence Completion and the Active and Passive Coping scores from the Social Attitudes Inventory and a negative relationship with the Active and Passive Defensive scores. (See Table 66)

Of the thirty-two significant correlations pertaining to this hypothesis, only five of the correlations were significant in the predicted direction.

All of these involved Defensive behavior and were in the fourteen-year-old sample. These were (a) between Active Defensive and both Self-Image and Interaction with Father; (b) and between Passive Defensive behavior and Self-Image, and Interaction with both Mother and Father.

Thus, there was little support for the hypothesis concerning the Social Attitudes Inventory Coping items; and no support at all in the ten-year-old sample. Of the eight fourteen-year-old Defensive correlations, five were significant; thus, there was some support for the fourteen-year-old relationship involving Defensive behavior.

Hypothesis: There will be a positive relationship between the Father/Child Interaction item from the Sentence Completion and the Occupational Value: "Follow Father." (See Table 67)

This hypothesis was supported at age ten (.10) but not at age fourteen, thus indicating that getting along well with one's father is not necessarily related to a desire to follow the father's career, at least at age fourteen.

Hypothesis: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Intrinsic Occupational Values. (See Table 68)

Of the seventy-two correlations examined which pertained to this hypothesis, only two were significant in the predicted direction.

One of these was significant at age ten and the other significant at age fourteen. At age ten there was a significant relationship between Interaction with Mother and Esthetics. At age fourteen there was a significant relationship between Interaction with Mother and Intellectual Stimulation. The correlations ranged between .11 and .12.

There was insufficient data for support of this hypothesis at either age level.

Hypothesis: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Extrinsic Occupational Values. (See Table 69)

Of the sixty-four correlations examined which were pertinent to this hypothesis, only one was significant and this (-.10) was at the fourteen-year-old level. This was between Parent/Child Interaction and Economic Returns.

Thus, there was no evidence to support this hypothesis.

Hypothesis: There will be a negative relationship between the Father/Child Interaction item and the Discrepancy Scores for: (a) Father's Occupation/Child's Aspiration and (b) Father's Aspiration for Child/Child's Aspiration. There will be a negative relationship between the Mother/Child Interaction item and the Discrepancy score for Mother's Aspiration for Child/Child's Aspiration. (See Table 70)

Of the six correlations examined which were pertinent to this hypothesis, none was significant at either age level. Thus, there was no evidence for verification of this hypothesis.

Summary and Interpretations

Some of the hypotheses involving Predictor-Predictor relationships were totally confirmed or almost totally confirmed; some were confirmed only to a certain degree or only when a part of the total variable matrix was considered; and finally some hypotheses received insufficient or no support.

Within instrument comparisons will be discussed first. In the Occupational Values there was fair support only for the negative relationship between the Extrinsic and Intrinsic values. Support was very poor for the unitary nature of either the Extrinsic or the Intrinsic values.

There was excellent support for the Occupational Interest Inventory hypotheses, involving both individual scores and discrepancy scores at both age levels.

In the Social Attitudes Inventory the relationship between the two coping measures and the two defensive measures was upheld, but there was no support for the predicted negative relationship between coping and defensive measures.

Within the Sentence Completion instrument, there was good support for the hypothesized relationships (across areas) for Coping Effectiveness, Attitude, and Negative Affect. There was also excellent support for the hypothesized relationship between Attitude and Negative Affect, between Total Attitude and Total Coping Effectiveness, and between Total Negative Affect and the Coping score totals. There was fair support for the relationship of Stance across areas and for the relationship between Positive Affect and Attitude Total scores with the Total Coping score.

The only Story Completion relationship which received excellent support was that between Total Affect and Total Coping Style scores. Receiving fair support was the relationship across areas (or stories) of Engagement, Initiation, Implementation, Persistence, and Coping Effectiveness.

There were only two relationships across Coping instruments which received fair support. First was the relationship between Sentence Completion Total scores and the Social Attitudes Inventory scores. Also, there was good support for the relationship between Sentence Completion Negative Affect and the SAI Defensive measures.

None of the relationships between the coping and motivational variables were outstanding enough to merit comment.

There was an excellent relationship between the four Parent/Child Interaction items, but this relationship was artificially inflated due to the overlapping items contributing to each variable. There was a good relationship between the Parent/Child Interaction items and the Sentence Completion Attitude measures.

PREDICTOR-CRITERION RELATIONSHIPS

Hypothesis: There will be a positive relationship between Aptitude and (a) the three Achievement measures, and (b) the Total Peer BRS score. (See Table 41)

Of the eight correlations examined, all eight were significant in the predicted direction. That is, four were significant at age ten and four at age fourteen.

All eight correlations (four pairs) were significant at both age levels. There was a tendency for the correlations to be higher at age fourteen than at age ten.

The correlations ranged between .10 and .66. The highest was for Aptitude with Mathematics Achievement (.66) and with Reading Achievement (.57) at the fourteen-year-old level. The lowest correlation was between Aptitude and Total Peer BRS.

In summary, one may safely conclude that the hypothesis was verified with all correlations pertaining to the hypothesis being significant.

Hypothesis: There will be a positive relationship between both the Achievement measures and Peer BRS Summary scores and the Intrinsic Occupational Values. (See Table 42)

Of the seventy-two correlations examined which were pertinent to this hypothesis, fifteen were significant in the predicted direction. (Five were significant in the opposite direction from that predicted.)

At the ten-year-old level there were seven significant correlations, while at age fourteen, eight were significant.

The following correlations were significant at both age levels: Altruism with Reading Achievement and GPA; Independence with Reading Achievement; and Self-Satisfaction with GPA. Significant at age ten only were the following: Mathematics Achievement with Independence, Reading Achievement with Self-Satisfaction and the Total Intrinsic score; and GPA with Intellectual Stimulation and the Total Intrinsic score. Significant at age fourteen only was the relationship between the Peer BRS Summary score and both Altruism and Self-Satisfaction.

The correlations ranged between .11 and .24. The highest (.24) was between Self-Satisfaction and the Peer BRS Summary score at age fourteen.

In summary, it cannot be concluded that the hypothesis was actually verified with only fifteen of the seventy-two correlations examined significant. Reading Achievement and GPA were more highly correlated with the Intrinsic values than were the other two measures. Altruism was correlated more frequently with the criterion measures compared to other Intrinsic values.

Hypothesis: There will be a negative relationship between both the Achievement measures and the Peer BRS Summary scores and the Extrinsic Occupational Values. (See Table 43)

Of the sixty-four correlations examined, thirteen were significant in the predicted direction. (There were six significant differences which were not in the predicted direction.)

At age ten there were eight significant correlations, while at age fourteen, five were significant.

In no case was the same correlation significant at both age levels. The following correlations were significant at age ten only: between Mathematics Achievement and Success; between Reading Achievement and Prestige, Economic Returns, and the Total Extrinsic score; between GPA and Prestige, Economic Returns, and the Total Extrinsic score; and between the Peer BRS Summary score and Follow Father. The following correlations were significant at age fourteen only: between Mathematics and Reading Achievement and Surroundings; between Security and both Reading Achievement and GPA; and between Economic Returns and the Peer BRS Summary score.

The correlations ranged between .10 and -.18. The highest correlation (-.18) was between Economic Returns and Reading Achievement in the ten-year-old sample.

It cannot be safely concluded that this hypothesis was verified since only thirteen of the sixty-four correlations examined were significant.

Hypothesis: There will be a positive relationship of both the Achievement measures and Total Peer BRS score with Occupational Aspiration and Expectation and Educational Aspiration. (See Table 44)

Of the twenty-four correlations examined relevant to this hypothesis, nineteen were significant in the predicted direction, thus lending good support to the hypothesis.

There were nine correlations significant in the ten-year-old sample and ten significant in the fourteen-year-old sample.

Eighteen correlations (or nine pairs) were significant in both age groups. These were: Mathematics Achievement with all Occupational and Educational measures; Reading Achievement with all Occupational and Educational measures; and GPA with all Occupational and Educational measures.

Significant at age fourteen only was the correlation between Educational Aspiration and the Peer BRS Summary score.

The correlations ranged between -.13 and -.37. The highest correlations were between Educational Aspiration and both Mathematics Achievement (-.35, -.36) and Reading Achievement (-.37, -.34).

In summary, it may be safely concluded that the hypothesis was verified, with nineteen of the twenty-four correlations being significant in the predicted direction. Evidently Aspiration (and Expectation) are good predictors of school achievement though one could argue the causality factor.

Hypothesis: There will be negative relationships between the Occupational Interest Inventory Discrepancy score and the Achievement measures and the Peer BRS Summary score. (See Table 45)

Of the thirty-two correlations examined pertaining to this hypothesis, nine were significant in the predicted direction. At age ten there were three significant correlations; while at age fourteen, six correlations were significant.

There were six correlations (three pairs) which were significant at both age levels. These were for: the Discrepancy between the father's job and the subject's Aspiration with Mathematics and Reading Achievement and GPA.

Significant at age fourteen only were: the Discrepancy between the subject's Aspiration and Expectation with Reading Achievement and GPA; and the Discrepancy between father's job and subject's Aspiration with the Peer BRS Summary score.

The correlations ranged between -.12 and -.27. The highest correlation (-.27) was for the Discrepancy between father's job and subject's Aspiration with Mathematics Achievement at the ten-year-old level.

With only nine of the thirty-two correlations significant, it cannot be unambiguously concluded that the hypothesis was verified. Seven of these nine correlations involved the Discrepancy between the father's job and the subject's own Aspiration. Thus, this Discrepancy measure is a good predictor of the criterion measures. Evidently, the higher one aspires (in comparison to the father), the more effective is one's performance in school.

Hypothesis: There will be a positive relationship between the Achievement measures and Peer BRS Summary score and the Coping measures of the SAI, and a negative relationship with the Defensive measures of the SAI. (See Table 46)

Of the thirty-two correlations examined pertaining to this hypothesis, ten were significant in the predicted direction. There were five correlations significant at age ten and five significant at age fourteen.

Eight correlations (or four pairs) were significant at both age levels. These were between Passive Defensive and Mathematics Achievement; between Reading Achievement and both the Active and Passive Defensive measures; and between GPA and the Active and Passive Defensive measures. Significant at age ten only was the correlation between GPA and Passive Defensive behavior. Significant at age fourteen only was the correlation between the Peer BRS Summary score and the Active Defensive measure.

The correlations ranged between -.10 and -.23. The highest correlation (-.23) was between Reading Achievement and Active Defensive behavior at the fourteen-year-old level.

In summary, it should be noted that of the sixteen correlations involving Defensive scales of the SAI, ten were significant, while none of the correlations with the Coping measures were significant. This must be taken into account in considering whether or not the hypothesis was verified. It would appear that there is no evidence for a positive relationship between the SAI Coping scales and the criterion measures. However, there is good evidence for the negative relationship between the Defensive measures and the criterion measures. Thus, one may conclude that the hypothesis was verified for the Defensive measures but not for the Coping measures. Evidently children with poorer achievement records are at least more likely to admit to defensive reactions than are those with better achievement records. Coping responses, however, do not differentiate the two groups. Negative self-reports are likely to be right, but positive self-reports are not necessarily accurate.

Hypothesis: There will be a positive relationship between the Criterion measures and the various Sentence Completion Coping Style measures, except for Negative Affect, which will be negatively related to the Criterion measures.

Sentence Completion Stance (See Table 47)

Of the forty-eight correlation coefficients examined, twenty were significant in the predicted direction (one significant in the opposite direction).

At age ten there were nine significant correlations, while at age fourteen there were eleven significant correlations. There were sixteen correlations (eight pairs) which were significant at both age levels. These were: Mathematics Achievement with Authority and Total Stance; Reading Achievement with Authority and Total Stance; and GPA with Aggression, Authority, Interpersonal Relations, and Total Stance. Significant at age ten only was the correlation between Interpersonal Relations Stance and Reading Achievement. Significant at age fourteen only were (a) the correlations between Aggression Stance and Reading Achievement; and (b) between Mathematics Achievement and Interpersonal Relations and Task Achievement Stance.

The correlations ranged between .10 and .23. The highest correlation (.23) was between Total Stance and Reading Achievement in the ten-year-old sample.

The best predictors of the Achievement measures were Authority and Total Stance. No Stance scale predicted the Peer BRS Summary score. The poorest predictors were Anxiety and Task Achievement Stance. Grade Point Average was correlated with more Stance scales than was any other Criterion measure (eight of twelve correlations).

In conclusion, it may be assumed that the hypothesis was partially verified, with the degree of relationship much greater for the Achievement measures than for the Peer BRS measures. Excluding the BRS, twenty of thirty-six correlations were significant.

Sentence Completion Engagement (See Table 48)

Of the forty-eight correlation coefficients examined pertaining to this hypothesis, only two were significant in the predicted direction. (There were eight which were significant in the opposite direction from that predicted.)

There was one correlation significant at age ten and one at age fourteen. There was no (predicted) correlation significant at both age levels.

Significant at age ten was the correlation between Aggression Engagement and GPA. Significant at age fourteen was the correlation between Aggression Engagement and Reading Achievement.

The correlations ranged between .11 and .15, with the highest being between Aggression Engagement and GPA.

In summary, it must be concluded that the hypothesis was not verified, as only two of the forty-eight correlations were significant. Interesting is the eight negative correlations, five of which were with Peer BRS Summary scores. Evidently self-reported behavior does not agree with behavior as reported by peers.

Coping Effectiveness (See Table 49)

Of the forty-eight correlation coefficients examined pertaining to this hypothesis, twenty-four were significant. (Twenty-two of thirty-six correlations were significant, considering the Achievement measures only.)

At age ten there were thirteen significant correlations, while at age fourteen, eleven were significant.

Twenty of the correlations (or ten pairs) were significant at both age levels. These were: (a) Mathematics Achievement with Authority, Interpersonal Relations, and Total Coping Effectiveness; (b) Reading Achievement with Authority, Interpersonal Relations, Task Achievement, and Total Coping Effectiveness; and (c) GPA with Authority, Interpersonal Relations, and Total Coping Effectiveness. Significant at age ten only were the correlations between Aggression Coping and GPA; and between the Peer BRS Summary score and both Authority and Interpersonal Relations Coping Effectiveness. Significant at age fourteen only was the correlation between Mathematics Achievement and Task Achievement Coping Effectiveness.

The correlations ranged between .10 and .21. The highest were: Reading Achievement with Interpersonal Relations Coping (.20) and Total Coping (.21) at the ten-year-old level.

In summary, it may be concluded that Coping Effectiveness is a better predictor of Achievement than are Stance or Engagement, since twenty-four of the correlations were significant.

Authority and Interpersonal Relations Coping Effectiveness scores were the best predictors of the Criterion measures, with fourteen of the sixteen correlations significant. Anxiety and Aggression Coping Effectiveness were the poorest predictors. The Peer BRS Summary score was, again, less frequently correlated with the Coping Effectiveness measures than were the Achievement measures. It may be concluded that the hypothesis was verified for the Achievement measures, but not for the Peer BRS.

Hypothesis: There will be a positive relationship between the Sentence Completion Attitude measures and the Criterion measures. (See Table 50)

Of the thirty-two correlation coefficients examined pertaining to this hypothesis, thirteen were significant in the predicted direction. At age ten there were three significant correlations, while at age fourteen there were ten which were significant.

There were four correlations (two pairs) which were significant at both age levels. These were between the Peer BRS Summary score and both Task Achievement Attitude and Total Attitude. Significant at age ten only was the correlation between Mathematics Achievement and Interpersonal Relations Attitude. Significant at age fourteen only were correlations (a) between Mathematics Achievement and Task Achievement Attitude; (b) between Reading Achievement and both Interpersonal Relations and Task Achievement Attitude; (c) between GPA and Interpersonal Relations, Task Achievement, and Total Attitude; and (d) between the Peer BRS Summary score and Authority and Interpersonal Relations Attitude.

The correlations ranged between .10 and .24. The highest (.24) was between Task Achievement Attitude and GPA, followed by correlations of .22 between the Peer BRS Summary score and both Task Achievement and Total Attitude in the fourteen-year-old sample.

In summary, it must be concluded that the hypothesis was not verified for the ten-year-old sample (with only three of sixteen correlations significant); but there was good evidence for support of the hypothesis at the fourteen-year-old level with ten of the sixteen correlations significant. The Attitude measures predicted the Peer BRS Summary score more frequently than did they predict the Achievement measures, which is a change from earlier Sentence Completion measures. Possibly one reason for the poor correlation in the ten-year-old sample is related to the tendency of the younger children to express positive attitudes about all areas far more frequently than do the older children. Apparently, among the older children, positive attitudesare less indiscriminately expressed and have a tendency to be related to competent performance.

Hypothesis: (a) There will be a positive relationship between the Sentence Completion Positive Affect variables and the Criterion measures. (See Table 51)

Of the thirty-two correlations examined which pertained to this hypothesis, twelve were significant in the predicted direction (a little more than one-third). At the ten-year-old level there were four significant correlations, while at age fourteen, eight were significant.

There were eight correlations (four pairs) which were significant at both age levels. These were: (a) Mathematics Achievement with Task Achievement and Total Positive Affect; and (b) Reading Achievement with Task Achievement and Total Positive Affect. Significant at age fourteen only were the correlations between (a) GPA and both Task Achievement and Total Positive Affect; and (b) the Peer BRS Summary score and both Task Achievement and Total Positive Affect.

The correlations ranged between .10 and .22. The highest (.22) was between Task Achievement Positive Affect and the Peer BRS Summary score at age fourteen.

In summary, the data offered some support for the hypothesis, but this support was greater in the fourteen-year-old sample where eight of sixteen correlations were significant. (In the ten-year-old sample only four of sixteen correlations were significant.) A tentative explanation would probably be similar to that given for the relationships of the criterion with the Attitude measures.

> (b) There will be a negative relationship between the Sentence Completion Negative Affect variables and the Criterion measures. (See Table 51)

Of the forty correlations examined which pertained to this hypothesis, only six were significant in the predicted direction. Three were significant at age ten and three significant at age fourteen.

There was one pair of correlations significant at both age levels. That was between Interpersonal Relations Negative Affect and Reading Achievement. Significant at age ten only was the correlation between Reading Achievement and both Task Achievement and Total Negative Affect. Significant at age fourteen only were the correlations between Interpersonal Relations Negative Affect and both Mathematics Achievement and GPA.

The correlations ranged between .10 and -.16. The highest (-.16) was between Task Achievement Negative Affect and Reading Achievement at the ten-year-old level.

In summary, the data did not lend very adequate support to the hypothesis with only six of forty correlations significant. It cannot be concluded that the hypothesis was verified for Negative Affect.

Of all Sentence Completion measures examined, Coping Effectiveness appeared to be the best predictor of Achievement, and Engagement was the poorest predictor.

Hypothesis: There will be a positive relationship between the Criterion measures and all Story Completion Coping Style dimensions.

Story Completion Engagement (See Table 52)

Of the sixty-four correlations which were pertinent to this hypothesis, twenty-one were significant in the predicted direction. Of these, twenty were significant at age ten and only one was significant at the fourteen-year-old level.

There was no correlation significant for both age groups. Significant at age fourteen only was the correlation between Mother's Authority and the Peer BRS Summary score. At age ten there was a significant correlation between Aggression Engagement and the Peer BRS Summary score. Also significant were correlations between Anxiety Engagement and both Mathematics and Reading Achievement and GPA. There was also a significant correlation between Mother's Authority and Reading Achievement; between Story Four Interpersonal Relations and both GPA and the Peer BRS Summary score; and between Story Seven Interpersonal Relations and all criterion measures. Also significant were the correlations between Academic Task Achievement and both Reading Achievement, GPA; between Nonacademic Task Achievement and Reading Achievement, GPA, and the Peer BRS Summary score; and finally between the Total Engagement score and all criterion measures.

The correlations ranged between .11 and .27. The highest (.27) was between Story Seven Interpersonal Relations and Reading Achievement.

In summary, the hypothesis was not supported at the fourteen-year-old level, with only one of thirty-two correlations being significant. However, the data lent fairly good support to the hypothesis at the ten-year-old level with twenty of the thirty-two correlations significant.

Story Completion Initiation (See Table 53)

Of the seventy-two correlations examined relevant to this hypothesis twenty-four were significant. Of these, twenty were significant in the ten-year-old sample, and only four were significant in the fourteen-year-old sample.

There were four correlations (two pairs) which were significant at both age levels. These were between Academic Task Achievement and both Mathematics Achievement and GPA. Significant at age fourteen only were the correlations (a) between Father's Authority and Reading Achievement and (b) between Mother's Authority and the Peer BRS Summary score.

The following correlations were significant at age ten only: (a) between Aggression and the Peer BRS Summary score, (b) between Anxiety and both GPA and the Peer BRS score; (c) between Mother's Authority and both Reading Achievement and the Peer BRS score; (d) between Story Four Interpersonal Relations and both GPA and the Peer BRS score; (e) between Story Seven Interpersonal Relations and all criterion measures; (f) between Academic Task Achievement and Reading Achievement; (g) between Nonacademic Task Achievement and both GPA and the Peer BRS score; and (h) between the Total Initiation score and all criterion measures.

The correlations ranged between .11 and .27. The highest (.27) was between Story Seven Interpersonal Relations and Reading Achievement in the ten-year-old sample.

Of all criterion measures the Peer BRS measure was most frequently correlated with the Initiation scores. One must conclude that the hypothesis was not verified in the fourteen-year-old sample; but there is some evidence that it was verified in the ten-year-old sample, with twenty of the thirty-six correlations significant. This is similar to the age difference observed in Engagement.

Story Completion Implementation (See Table 54)

Of the sixty-four correlations examined pertaining to this hypothesis, twenty-six were significant in the predicted direction. At age ten there were twenty-one significant correlations, while at age fourteen there were only five which were significant.

There were eight correlations (four pairs) which were significant at both age levels. These were: (a) between Aggression and the Peer BRS Summary score; (b) between Story Four Interpersonal Relations and both GPA and the Peer BRS score; and (c) between the Total Implementation score and the Peer BRS score. Significant at age fourteen only was the correlation between Mother's Authority and the Peer BRS score. Significant at age ten only were the correlations (a) between Aggression and Reading Achievement; (b) between Anxiety and both Reading Achievement and GPA; (c) between Mother's Authority and Reading Achievement, GPA, and the Peer BRS score; (d) between Story Four Interpersonal Relations and both Mathematics and Reading Achievement; (e) between Story Seven Interpersonal Relations and all criterion measures; (f) between Academic Task Achievement and both Mathematics and Reading Achievement; and (g) between Total Implementation and Mathematics and Reading Achievement and GPA.

The correlations ranged between .10 and .24. The highest (.24) were between (a) Story Seven Interpersonal Relations and Reading Achievement and (b) Story Four Interpersonal Relations and GPA, both in the ten-year-old sample.

In summary, this hypothesis cannot be supported at the fourteen-year-old level, with only five of thirty-two correlations significant.

However, the data lent good support to the hypothesis in the ten-year-old sample, with twenty-one of the thirty-two correlations significant.

The best predictors of the criterion measures were Stories Four and Seven Interpersonal Relations and the Total Implementation score where all correlations were significant in the ten-year-old sample. The general age pattern observed for Implementation is similar to that observed in the other Story Completion scales.

Story Completion Persistence (See Table 55)

Of the sixty-four correlations examined pertinent to this hypothesis, thirty-one were significant in the predicted direction. Of these, twenty-three were significant in the ten-year-old sample, and eight were significant in the fourteen-year-old sample.

There were sixteen correlations (eight pairs) which were significant in both age groups. These were (a) between Mother's Authority and Reading Achievement, GPA, and the Peer BRS Summary score; (b) between Story Four Interpersonal Relations and both GPA and the Peer BRS Summary score; (c) between Academic Task Achievement and GPA; and (d) between Total Persistence and both GPA and the Peer BRS Summary score.

There were no correlations significant at the fourteen-year-old level only. Significant at age ten only were the correlations (a) between Anxiety and all criterion measures; (b) between Story Four Interpersonal Relations and Reading Achievement; (c) between Story Seven Interpersonal Relations and all criterion measures; (d) between Academic Task Achievement and both Mathematics and Reading Achievement; (e) between Nonacademic Task Achievement and both Mathematics Achievement and the Peer BRS Summary score; and (f) between Total Persistence and both Mathematics and Reading Achievement.

The correlations ranged between .10 and .29. The highest (.29) was between Anxiety and Reading Achievement, followed by a correlation of .25 between Story Seven Interpersonal Relations and Reading Achievement both in the ten-year-old sample.

In summary, there was not too strong support for the hypothesis at the fourteen-year-old level, with eight of thirty-two correlations significant. However, there was very good support at the ten-year-old level with twenty-three of the thirty-two correlations significant.

In general, the best predictors of the criterion measures were the Mother's Authority item and the Total Persistence score. Considering only the ten-year-old sample, the best predictors (all correlations significant) were Anxiety, Story Seven Interpersonal Relations, and the Total Persistence score. GPA and the Peer BRS score were more frequently correlated with the Persistence measures than were the two Achievement Test measures.

The pattern of greater relationship at age ten is consistent with earlier findings.

Story Completion Coping Effectiveness (See Table 56)

Of the seventy-two correlation coefficients examined which pertained to this hypothesis, twenty were significant in the predicted direction. Of these, thirteen were significant at the ten-year-old level, and seven were significant in the fourteen-year-old sample.

There were eight correlations (four pairs) which were significant at both age levels. These were: (a) between Aggression and the Peer BRS Summary score; (b) between Mother's Authority and both GPA and the Peer BRS Summary score; and (c) between Total Coping Effectiveness and the Peer BRS Summary score. Significant in the fourteen-year-old sample only were the following correlations: (a) between Father's Authority and Reading Achievement; and (b) between Story Four Interpersonal Relations and both Mathematics and Reading Achievement.

Significant at age ten only were the following correlations: (a) between Anxiety and Reading Achievement, GPA, and the Peer BRS Summary score; (b) between Mother's Authority and Reading Achievement; (c) between Story Seven Interpersonal Relations and Reading Achievement; (d) between Nonacademic Task Achievement and the Peer BRS Summary score; and (e) between the Total Coping Effectiveness score and Mathematics and Reading Achievement and GPA.

The correlations ranged between .10 and .21. The highest (.21) were between (a) Anxiety and Reading Achievement in the ten-year-old sample; and (b) between Mother's Authority and the Peer BRS Summary score in the fourteen-year-old sample.

The data pertaining to Coping Effectiveness gave poorer overall support to the hypothesis than did data from other Story Completion scales.

There was very little support for the hypothesis in the fourteen-year-old sample where only seven of the thirty-six correlations examined were significant. Somewhat better support was found in the ten-year-old sample where thirteen of the thirty-two correlations were significant. Still, the support is not as strong as that observed in the ten-year-old sample for other Story Completion scales. One must conclude that only very tentative verification of the hypothesis can be assumed even in the ten-year-old sample. The two best predictors of the criterion (with respect to number of significant correlations) were the Mother's Authority item and the Total Coping Effectiveness score.

The Peer BRS Summary score was correlated more frequently with the Coping Effectiveness measures than were any of the Achievement measures.

Hypothesis: There will be a positive relationship between the Criterion measures and the Story Completion Affect dimensions.

Story Completion Affect Associated With The Problem (See Table 57)

Of the seventy-two correlations examined which pertained to this hypothesis, only two were significant in the predicted (positive) direction.

These were between the Total Score and both Reading Achievement and the GPA at the ten-year-old level.

More significant is the observation that there were eighteen significant differences in the direction opposite of that predicted. Sixteen of these were in the fourteen-year-old sample and two in the ten-year-old sample.

One must naturally conclude that the hypothesis, as stated, was not verified. Some speculation on the large number of negative correlations, especially in the fourteen-year-old sample, is in order. First, the longer the story, the more affect (of any variety) is expressed, often as embellishment. The older children write longer stories; the brighter children with better writing skills write longer stories. Also, there is very little positive affect expressed when compared to the frequency of expression of negative affect at all age levels. This tendency is more pronounced in the older children. Thus, the long, involved stories written by both the more intelligent and the older children have more expression of negative affect, which lowers the affect score. Frequency of Negative Affect is, for the most part, an artifact of Story Length, and an expression of more hostile Attitudes on the part of the older children.

Affect Expressed In Conjunction With The Outcome (See Table 58)

Of the seventy-two correlations examined which pertained to the hypothesis, only nine were significant in the predicted direction. Of these nine, six were significant in the ten-year-old sample, and three in the fourteen-year-old sample. (It is interesting to note that, unlike Affect Expressed In Conjunction With The Problem, there were no negative correlations.)

There were no correlations which were significant at both age levels. Significant at age ten only were the following correlations: (a) between Aggression and Mathematics Achievement; (b) between Story

Four Interpersonal Relations and both Reading Achievement and GPA; and (c) between Total Affect Associated With Outcome and Mathematics and Reading Achievement and GPA. Significant at age fourteen only were the following correlations: (a) between Father's Authority and Reading Achievement; and (b) between Nonacademic Task Achievement and both Reading Achievement and GPA.

The correlations ranged between .10 and .19. The highest were between the Total Score and both Mathematics Achievement (.18) and Reading Achievement (.19) in the ten-year-old sample.

In summary, the available data lent little support to the hypothesis at either age level. Expressions of affect are often almost "stylistic" writing habits in the Story Completion which do not appear to be very highly related to criterion measures when compared to the relationship between the various Coping Style dimensions and the criterion measures.

Hypothesis: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion instrument and the Aptitude and Achievement measures. (See Table 71)

Of the thirty-two correlation coefficients examined which pertained to this hypothesis, only two were significant in the predicted direction. (There were five correlations significant in the opposite direction from that predicted.)

Both significant correlations were at age fourteen and were between Self-Image and both Reading Achievement and GPA. The correlations ranged between .11 and .16, with the highest being for Reading Achievement with Self-Image.

In summary, the data did not confirm this hypothesis at either age level.

Hypothesis: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and both the Peer BRS Authority item and the Peer BRS Summary score. (See Table 72)

None of the correlations involving this hypothesis were significant at either age level; thus, there was no support for the above hypothesis.

Hypothesis: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and both the Self-Rating Authority score and the Summary BRS score. (See Table 73)

None of the correlations were significant pertaining to this hypothesis at either age level; thus, there was no verification for the above hypothesis.

Summary and Interpretation

The predicted relationship between Aptitude and Achievement was totally verified. The Occupational Values proved to be a poor predictor of the criterion measures at either age group. The Child's Occupational Aspiration and Expectation and his Educational Aspiration were all good predictors of the criterion measures, but the Occupational Interest Inventory discrepancy scores were not at all good predictors of these criterion measures. Turning to the Social Attitudes Inventory, the Defensive measures were good predictors of the criterion measures but Coping measures were not.

The Sentence Completion instrument was, in general, a better predictor of the criterion measures in the fourteen-year-old sample than in the ten-year-old sample. Coping Effectiveness was the best overall predictor, but if the BRS was not included in the criterion measures, Stance was almost equally good. Engagement was the poorest predictor, followed by Negative Affect.

Contrary to Sentence Completion results,in the Story Completion instrument the correlations in the ten-year-old sample indicated that this instrument was a better predictor of the criterion measures at age ten than in the fourteen-year-old sample. Engagement, Initiation, Implementation, and Persistence were all fair predictors of the criterion measures, with Persistence being the best of the four. The Story Completion Affect measures were extremely poor predictors of the criteria, as were the Sentence Completion Parent/Child Interaction scales.

FIGURE 3
AUSTIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 1: There will be positive relationships among the achievement criterion measures.

INSTRUMENTS: Math-Reading-Grade Point Average
VARIABLES: Same

	2 MATH		3 READING		4 G.P.A.	
	10	14	10	14	10	14
2 MATH			.52	.61	.32	.58
3 READING	.52	.61			.63	.58
4 GRADE POINT AVERAGE	.32	.58	.63	.58		

HYPOTHESIS 2: There will be positive relationships among the achievement and the Peer BRS criterion measures.

INSTRUMENTS: Math-Reading-Grade Point Average Peer BRS
VARIABLES: Same

	5 BRS 1 [illegible] - A		6 BRS 2 TA - NA		7 BRS 3 AUTHORITY		8 BRS 4 IPR		9 BRS 5 ANXIETY		10 BRS 6 AGGRESSION		11 BRS 7 AGGRESSION		12 BRS 1 - 4 TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	.10	.17	.15	.18	.14	.15	.14	.16	.13	.19			.10	.16	.16	.18
3 READING	.37	.20	.27	.14	.30	.19	.29	.17	.26		-.14		.28	.13	.33	.20
4 GRADE POINT AVERAGE	.64	.54	.52	.45	.57	.46	.58	.46	.49	.29	-.26		.48	.38	.63	.52

HYPOTHESIS 3: There will be positive relationships among the intrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Intrinsic Values

	21 OCC. VAL. ALTRUISM		22 OCC. VAL. ESTHETICS		23 OCC. VAL. INDEPEN.		24 OCC. VAL. MANAGEMENT		26 OCC. VAL. SELF-SATIS		27 OCC. VAL. INTEL.STIM		28 OCC. VAL. CREATIVITY		34 OCC. VAL. VARIETY	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
21 ALTRUISM					-.16	-.14	.13		.23	.20	.12	.19	-.15			
22 ESTHETICS					-.14			-.13	-.13				-.11			
23 INDEPENDENCE	-.16	-.14	-.14								-.14	-.18	-.18		-.10	
24 MANAGEMENT	.13			-.13						-.10				-.10		
26 SELF-SATISFACTION	.23	.20	-.13					-.10				.15	-.20	-.17		
27 INTELLECTUAL STIMULATION	.12	.19			-.14	-.18				.15			.10	.13	.49	.45
28 CREATIVITY	-.15		-.11		-.18			-.10	-.20	-.17	.10	.13				.11
34 VARIETY					-.10						.49	.45		.11		
36 INTRINSIC TOTAL	.45	.49	.30	.42		.17	.32	.21	.27	.28	.51	.49	.21	.33	.49	.48

HYPOTHESIS 4: There will be positive relationships among the extrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Extrinsic Values

	25 OCC. VAL. SUCCESS		29 OCC. VAL. SECURITY		30 OCC. VAL. PRESTIGE		31 OCC. VAL. ECON.RET.		32 OCC. VAL. SURROUND.		33 OCC. VAL. ASSOCIATES		35 OCC. VAL. FOL.FATHER	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14
25 SUCCESS						.11	.19	.25	-.11		-.11	-.20		
29 SECURITY					-.24	-.21			.17	.31	.12			
30 PRESTIGE		.11	-.24	-.21			.43	.40	-.22	-.22	-.22		-.15	
31 ECONOMIC RETURNS	.19	.25			.43	.40					-.11	-.12		
32 SURROUNDINGS	-.11		.17	.31	-.22	-.22					.18	.28	-.14	
33 ASSOCIATES	-.11	-.20	.12		-.22		-.11	-.12	.18	.28			-.16	-.11
35 FOLLOW FATHER					-.15				-.14		-.16	-.11		
37 EXTRINSIC TOTAL	.39	.36	.31	.39	.39	.39	.61	.59	.21	.36	.16	.20	.33	.40

FIGURE 3

AUSTIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 5: There will be negative relationships among the intrinsic and extrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Intrinsic and Extrinsic Values

		21 OCC. VAL. ALTRUISM		22 OCC. VAL. ESTHETICS		23 OCC. VAL. INDEPEN.		24 OCC. VAL. MANAGEMENT		26 OCC. VAL. SELF-SATIS		27 OCC. VAL. INTEL.STIM		28 OCC. VAL. CREATIVITY		34 OCC. VAL. VARIETY		36 INTRINSIC TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
25	SUCCESS	-.26	-.24	-.12	-.21					-.21	-.12	-.21		-.11	-.17	-.19	-.15	-.39	-.36
29	SECURITY	.10		-.23	-.31		-.18	-.17	-.12	.23	.16	-.14	-.19	-.27	-.16	-.23	-.15	-.31	-.39
30	PRESTIGE	-.41	-.35							-.31	-.40	-.20	-.26	.17		-.17	-.21	-.39	-.39
31	ECONOMIC RETURNS	-.44	-.40		-.14			-.11		-.35	-.42	-.31	-.34		-.13	-.33	-.27	-.61	-.59
32	SURROUNDINGS		-.11		-.10			-.17	-.19		.11		-.19	-.24	-.28		-.15	-.21	-.36
33	ASSOCIATES	.13		-.12	-.10	.11		-.18	-.16	.16				-.23	-.24	-.11		-.16	-.20
35	FOLLOW FATHER		-.14	-.16	-.28	-.13		-.10				-.23	-.20			-.12	-.26	-.33	-.40
37	EXTRINSIC TOTAL	-.45	-.49	-.30	-.42		-.17	-.32	-.21	-.27	-.28	-.51	-.49	-.22	-.33	-.49	-.48	-1.0	-1.0

HYPOTHESIS 6: There will be positive relationships among the status levels of occupational aspiration, occupational expectation, and educational aspiration measures.

INSTRUMENTS: Occupational Interests
VARIABLES: Occupational Aspiration, Occupational Expectation, & Educational Aspiration

		38* OCC. ASPIRATION		39* OCC. EXPECT.		109* ED. ASPIRATION	
		10	14	10	14	10	14
38	OCCUPATIONAL ASPIRATION			.56	.50	.22	.31
39	OCCUPATIONAL EXPECTATION	.56	.50			.28	.39
109	EDUCATIONAL ASPIRATION	.22	.31	.28	.39		

*Remember that these Variables are reversed. Thus, any correlations involving these Variables if positive are actually negative correlations and if negative are actually positive correlations.

HYPOTHESIS 7: There will be positive relationships among the Occupational Interests discrepancy measures.

INSTRUMENTS: Occupational Interests
VARIABLES: Discrepancy Measures

		40 OCC.INT. EXP./ASP.		41 OCC.INT. F.OCC/ASP.		42 OCC.INT. F.ASP/ASP.		43 OCC.INT. M.ASP/ASP.	
		10	14	10	14	10	14	10	14
40	EXPECTATION/ ASPIRATION			.30	.43	.31	.45	.29	.44
41	FATHER OCC./ ASPIRATION	.30	.43			.35	.44	.27	.37
42	FATHER ASP./ ASPIRATION	.31	.45	.35	.44			.69	.74
43	MOTHER ASP./ ASPIRATION	.29	.44	.27	.37	.69	.74		

HYPOTHESIS 8: There will be: (1) a positive relationship between the SAI active and passive coping measures, (2) a positive relationship between the SAI active and passive defensive measures, and (3) a negative relationship among the SAI coping and defensive measures.

INSTRUMENTS: Social Attitudes Inventory
VARIABLES: Active and Passive Coping and Defensive Measures

		44 SAI ACT. COP.		45 SAI PASS. COP.		46 SAI ACT. DEFEN		47 SAI PASS.DEFEN	
		10	14	10	14	10	14	10	14
44	ACTIVE COPING			.41	.27				
45	PASSIVE COPING	.41	.27				-.16	.19	
46	ACTIVE DEFENSIVE				-.16			.30	.29
47	PASSIVE DEFENSIVE			.19		.30	.29		

HYPOTHESIS 9: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Stance

		48 STANCE AGGRESSION		54 STANCE AUTHORITY		60 STANCE ANXIETY		66 STANCE IPR		73 STANCE TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
48	AGGRESSION			.25	.21	.16	.16		.16	.14	.17
54	AUTHORITY	.25	.21			.15		.11	.20		.24
60	ANXIETY	.16	.16	.15							
66	INTERPERSONAL RELATIONS		.16	.11	.20						
73	TASK ACHIEVEMENT	.14	.17		.24						
80	STANCE TOTAL	.46	.49	.63	.66	.51	.45	.39	.48	.59	.68

FIGURE 3

AUSTIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 10: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Engagement

		49 ENGAGEMENT AGGRESSION		55 ENGAGEMENT AUTHORITY		61 ENGAGEMENT ANXIETY		67 ENGAGEMENT IPR		74 ENGAGEMENT TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
49	AGGRESSION						.11	-.13			
55	AUTHORITY				.11					.10	
61	ANXIETY			-.13							
67	INTERPERSONAL RELATIONS					.10					
74	TASK ACH.	.24	.23	.47	.54	.49	.47	.36	.46	.62	.63
81	ENGAGEMENT TOTAL										

HYPOTHESIS 11: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Coping Effectiveness

		50 COP. EFF. AGGRESSION		56 COP. EFF. AUTHORITY		62 COP. EFF. ANXIETY		68 COP. EFF. IPR		75 COP. EFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
50	AGGRESSION			.38	.33	.26	.18	.29	.22	.16	.21
56	AUTHORITY	.38	.33			.26	.14	.43	.38	.13	.26
62	ANXIETY	.26	.18	.26	.14			.18	.13	.13	
68	IPR	.29	.22	.43	.38	.18	.13			.15	.21
75	TASK ACH.	.16	.21	.13	.26	.13		.15	.21		
82	COPING EFF. TOTAL	.58	.54	.72	.74	.56	.45	.68	.64	.55	.62

HYPOTHESIS 12: There will be positive relationships among the Sentence Completion attitude measures across behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Attitude Measures

		53 ATTITUDE AUTHORITY		65 ATTITUDE IPR		72 ATTITUDE TASK ACH.	
	ATTITUDE	10	14	10	14	10	14
53	AUTHORITY			.35	.34	.28	.34
65	IPR	.35	.34			.22	.24
72	TASK ACH.	.28	.34	.22	.24		
79	ATTITUDE TOTAL	.76	.76	.73	.75	.68	.69

HYPOTHESIS 13: There will be positive relationships among measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Negative Affect

		51 NEG. AFF. AGGRESSION		57 NEG. AFF. AUTHORITY		69 NEG. AFF. IPR		76 NEG. AFF. TASK ACH.	
		10	14	10	14	10	14	10	14
51	AGGRESSION			.24	.28	.23	.19	.20	.16
57	AUTHORITY	.24	.28			.38	.40	.28	.27
69	IPR	.23	.19	.38	.40			.31	.27
76	TASK ACH.	.20	.16	.28	.27	.31	.27		
83	NEG.AFFECT TOTALS	.51	.50	.76	.79	.73	.73	.56	.52

HYPOTHESIS 14: There will be positive relationships among measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Positive Affect

		59 POS. AFF. AUTHORITY		71 POS. AFF. IPR		78 POS. AFF. TASK ACH.	
		10	14	10	14	10	14
59	AUTHORITY						
71	IPR						
78	TASK ACH.						
100	POSIT.AFF. TOTAL	.29	.20	.13		.94	.97

FIGURE 3

AUSTIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 15: There will be a positive relationship between the total attitude measure and the total positive affect measure. There will be negative relationships between the total attitude measures and the total negative affect measure.

INSTRUMENTS: Sentence Completion
VARIABLES: Total Attitude and Affect Measures

		83		100		79	
		NEG.AFF. TOTAL		POS.AFF. TOTAL		ATTITUDE TOTAL	
		10	14	10	14	10	14
83	NEGATIVE AFF. TOTAL					-.19	-.14
100	POSITIVE AFF. TOTAL						.17
79	ATTITUDE TOTAL	-.19	-.14		.17		

HYPOTHESIS 16: There will be positive relationships among the total amount of positive affect and the total attitude measure with coping score totals. There will be negative relationships among the total amount of negative affect expressed and the total attitude mean with the coping score totals.

INSTRUMENTS: Sentence Completion
VARIABLES: Affect & Attitude by Coping Totals

		100		83		79	
		Positive TOTAL		Negative TOTAL		Attitude TOTAL	
		10	14	10	14	10	14
80	TOTAL STANCE		.16	-.49	-.55	.16	.29
81	ENGAGEMENT			-.35	-.38	.12	.21
82	COPING	.16	.16	-.82	-.81	.26	.32

HYPOTHESIS 17: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Engagement

		148		154		137		138		125		126		111		119	
		Story 8 AGGRESSION		Story 5 ANXIETY		Story 2 AUTHORITY		Story 10 AUTHORITY		Story 4 IPR		Story 7 IPR		Story 1 A - TA		Story 6 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
148	AGGRESSION						.19	.25	.21	.12		.24	.29			.11	.18
154	ANXIETY										.10		.13		.10	.17	
137	AUTHORITY		.19							.15			.11		.13		
138	AUTHORITY	.25	.21							.11	.16	.18	.23	.11	.15	.19	.25
125	INTERPERSONAL RELATIONS	.12			.10	.15		.11	.16			.18	.25	.18		.18	.20
126	INTERPERSONAL RELATIONS	.24	.29		.13		.11	.18	.23	.18	.25			.13	.19	.23	.30
111	ACADEMIC TASK ACH.				.10		.13	.11	.15	.18		.13	.19			.10	
119	NON-ACADEMIC TASK ACH.	.11	.18	.17				.19	.25	.18	.20	.23	.30	.10			
90	ENGAGEMENT TOTAL	.50	.52	.43	.40	.41	.43	.43	.50	.45	.42	.49	.58	.40	.43	.46	.44

HYPOTHESIS 18: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Initiation

		149		155		139		140		127		128		112		120	
		Story 8 AGGRESSION		Story 5 ANXIETY		Story 2 AUTHORITY		Story 10 AUTHORITY		Story 4 IPR		Story 7 IPR		Story 1 A TA		Story 6 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
149	AGGRESSION					.11	.18	.23	.19		.10	.19	.26		.18	.12	.18
155	ANXIETY								.12	.13				.14	.12		
139	AUTHORITY	.11	.18														
140	AUTHORITY	.23	.19		.12					.12	.13	.18	.22	.15		.19	.18
127	INTERPERSONAL RELATIONS		.10	.13				.12	.13			.15	.15	.26	.13	.19	.18
128	INTERPERSONAL RELATIONS	.19	.26					.18	.22	.15	.15			.15	.14	.22	.22
112	ACADEMIC TASK ACH.		.18	.14	.12			.15		.26	.13	.15	.14			.25	.25
120	NON-ACADEMIC TASK ACH.	.12	.18					.19	.18	.19	.18	.22	.22	.25	.15		
91	INITIATION TOTAL	.51	.57	.25	.26	.44	.44	.49	.53	.46	.38	.51	.54	.41	.29	.48	.50

AUSTIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 19: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Implementation

	150		156		141		129		130		113		121	
	Story 8		Story 5		Story 10		Story 4		Story 7		Story 1		Story 6	
	AGGRESSION		ANXIETY		AUTHORITY		IPR		IPR		A - TA		NA - TA	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14
150 AGGRESSION					.26	.20	.12	.10	.22	.26		.21	.11	.17
156 ANXIETY					.15		.16		.16	.10	.10		.17	
141 AUTHORITY	.26	.20	.15				.23	.18	.14	.20		.20	.11	.20
129 INTERPERSONAL RELATIONS	.12	.10	.16		.23	.18			.16	.20	.17		.17	.17
130 INTERPERSONAL RELATIONS	.22	.26	.16	.10	.14	.20	.16	.20				.15	.18	.18
113 ACADEMIC TASK ACH.		.21	.10			.20	.17			.15				
121 NON-ACADEMIC TASK ACH.	.11	.17	.17		.11	.20	.17	.17	.18	.18				
92 IMPLEMENTATION TOTAL	.42	.57	.51	.35	.52	.52	.43	.38	.45	.55	.39	.48	.41	.45

HYPOTHESIS 20: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Persistence

	153		159		146		135		136		116		117		124	
	Story 8		Story 5		Story 10		Story 4		Story 7		Story 1		Story 1		Story 6	
	AGGRESSION		ANXIETY		AUTHORITY		IPR		IPR		A - TA		A - TA		NA - TA	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
153 AGGRESSION									.20	.16		.16		.17	.10	.11
159 ANXIETY							.14	.12	.11	.10		.11		.10	.15	
146 AUTHORITY								.16	.10						.11	.13
135 INTERPERSONAL RELATIONS			.14	.12		.16				.13	.15	.10		.14	.15	.24
136 INTERPERSONAL RELATIONS	.20	.16	.11	.10	.10			.13				.16				.16
116 ACADEMIC TASK ACH.		.16		.11			.15	.10		.16			.75	.71	.10	
117 ACADEMIC TASK ACH.		.17		.10				.14			.75	.71				
124 NON-ACADEMIC TASK ACH.	.10	.11	.15		.11	.13	.15	.24		.16	.10					
95 PERSISTENCE TOTAL	.34	.40	.50	.45	.28	.36	.33	.38	.41	.48	.58	.62	.41	.48	.41	.45

HYPOTHESIS 21: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Coping Effectiveness

	107		104		102		108		103		106		101		105	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
107 AGGRESSION				.10	.12	.19	.31	.22	.16	.10	.23	.30		.19		.18
104 ANXIETY		.10							.11							
102 AUTHORITY	.12	.19							.12			.12	.11	.18		
108 AUTHORITY	.31	.22							.17	.14	.13	4	.10	.20	.17	.18
103 INTERPERSONAL RELATIONS	.16	.10	.11		.12		.17	.14				.22	.12		.20	.14
106 INTERPERSONAL RELATIONS	.23	.30				.12	.13	.24		.22			.10	.27	.10	.22
101 ACADEMIC TASK ACH.		.19			.11	.18	.10	.20	.12		.10	.27				
105 NON-ACADEMIC TASK ACH.		.18					.17	.18	.20	.14	.10	.22				
96 COPING EFF. TOTAL	.48	.58	.31	.29	.36	.34	.55	.54	.39	.37	.47	.59	.42	.56	.41	.39

FIGURE 3

AUSTIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 22: There will be positive relationships among the measures of the same Story Completion affect dimension across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Problem Affect

	151		157		142		143		131		132		114		122	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
151 AGGRESSION									.16		.13		.10		.22	
157 ANXIETY								.23	.13	.15					.10	.10
142 AUTHORITY									.11						.10	
143 AUTHORITY				.23						.14		.22		.11	.13	.25
131 INTERPERSONAL RELATIONS	.16		.13	.15	-.11			.14							.14	
132 INTERPERSONAL RELATIONS	.13							.22							.10	.27
114 ACADEMIC TASK ACH.	.10							.11							.13	
122 NON-ACADEMIC TASK ACH.	.22		.10	.10	.10		.13	.25	.14		.10	.27	.13			
93 PROBLEM AFF. TOTAL	.46	.28	.49	.51	.20	.27	.35	.54	.36	.35	.39	.47	.34	.24	.43	.52

HYPOTHESIS 23: There will be positive relationships among the measures of the same Story Completion affect dimension across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Outcome Affect

	152		158		144		145		133		134		115		123	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
152 AGGRESSION				.15			.15			.14			.14			.19
158 ANXIETY		.15					.19									.13
144 AUTHORITY												.13				
145 AUTHORITY	.15		.19													
133 INTERPERSONAL RELATIONS		.14										.20				.19
134 INTERPERSONAL RELATIONS						.13				.20				.20		.24
115 ACADEMIC TASK ACH.	.14											.20				
123 NON-ACADEMIC TASK ACH.		.19		.13						.19		.24				
94 OUTCOME AFFECT TOTAL	.21	.33	.28	.30	.33	.39	.27	.18	.32	.47	.38	.59	.32	.31	.30	.44

HYPOTHESIS 24: There will be positive relationships among the Story Completion total affect measure and the total coping style measures.

INSTRUMENTS: Story Completion
VARIABLES: Affect Measures by Coping Style Measures

	90		91		92		95		96	
	ENGAGEMENT TOTAL		INITIATION TOTAL		IMPLEMENT. TOTAL		PERSIST. TOTAL		COPING EFF. TOTAL	
	10	14	10	14	10	14	10	14	10	14
93 PROBLEM AFF.	.56	.50	.43	.38	.49	.36	.42	.34	.53	.47
94 OUTCOME AFF.	.56	.45	.52	.39	.55	.36	.49	.33	.65	.57

HYPOTHESIS 25: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Engagement by Engagement

	148		154		137		138		125		126		111		119		90	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		ENGAGEMENT TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA			
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
49 AGGRESSION							.11									.12		
55 AUTHORITY																		
61 ANXIETY																		
67 INTERPERSONAL RELATIONS				.12														
74 TASK ACHIEVEMENT																.14		
81 ENGAGEMENT TOTAL	.10																	

FIGURE 3

AUSTIN TABLES OF SIGNIFICANT CORRELATIONS - [illegible]

HYPOTHESIS 26: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion

VARIABLES: Coping Effectiveness by Coping Effectiveness

	107		104		102		08		103		106		101		105		96	
	Story 8		Story [illegible]		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		COPING EFF	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
50 AGGRESSION					.10		.14								.10			
56 AUTHORITY					.15		.13	.14						.11			.11	
62 ANXIETY																		
68 INTERPERSONAL RELATIONS	.12	.10													.14			
75 TASK ACHIEVEMENT									-.11									
82 COPING EFF. TOTAL					.12		.10	.10						.12				

HYPOTHESIS 27: The Story Completion affect measures will be positively related to the Sentence Completion affect measures and negatively related to the Sentence Completion negative affect measures of the same behavior area.

INSTRUMENTS: Sentence and Story Completion

VARIABLES: Story Problem Affect and Sentence Positive and Negative

	151		157		142		143		131		132		114		122		93	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		PROB. AFF.	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
51 NEG. AFF. AGGRESSION															-.11			
57 NEG. AFF. AUTHORITY		-.10								-.15								
63 NEG. AFF. ANXIETY			-.10				-.11								-.10			-.13
69 NEG. AFF. IPR							-.11								-.11			
76 NEG. AFF. TASK ACH.												-.13	-.14					
83 NEG. AFF. TOTAL							-.12			-.10					-.11	-.11		-.11
59 POS. AFF. AUTHORITY											-.13							
71 POS. AFF. IPR																		
78 POS. AFF. TASK ACH.						-.18			-.12									
100 POS. AFF. TOTAL						-.18			-.12									

HYPOTHESIS 28: The Story Completion affect measures will be positively related to the Sentence Completion affect measures and negatively related to the Sentence Completion negative affect measures of the same behavior area.

INSTRUMENTS: Sentence and Story Completion

VARIABLES: Story Outcome Affect and Sentence Positive and Negative

	152		158		144		145		133		134		115		123		94	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		OUTCOME AF	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
51 NEG. AFF. AGGRESSION																		
57 NEG. AFF. AUTHORITY																		
63 NEG. AFF. ANXIETY		-.10		.11														
69 NEG. AFF. IPR									-.15									
76 NEG. AFF. TASK ACH.							10											
83 NEG. AFF. TOTAL																		
59 POS. AFF. AUTHORITY	-.12		-.12					.19			-.10						-.13	
71 POS. AFF. IPR																		
78 POS. AFF. TASK ACH.								.10		.16					-.11			.11
100 POS. AFF. TOTAL								.13		.16					-.11			.11

FIGURE 3

AUSTIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 29: The Sentence and Story Completion total measures of coping style dimension will be positively related to the SAI coping measures and negatively related to the SAI defensive measures.

INSTRUMENTS: Sentence Completion and SAI

VARIABLES: Sentence Total Coping Styles by SAI Coping and Defense

	80		81		82	
	TOTAL STANCE		TOTAL ENGAGEMENT		TOTAL COPING	
SAI	10	14	10	14	10	14
44 ACTIVE COPING	.12	.17		.13	.11	.15
45 PASSIVE COPING		.15				.15
46 ACTIVE DEFENSE	-.12	-.22			-.27	-.24
47 PASSIVE DEFENSE		-.19		-.17	-.16	-.21

HYPOTHESIS 30: The Sentence and Story Completion total measures of coping style dimension will be positively related to the SAI coping measures and negatively related to the SAI defensive measures.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Total Coping Styles by Coping and Defensive Variables

	89		90		91		92		95		96	
	TOTAL STANCE		TOTAL ENGAGEMENT		TOTAL INITIATION		TOTAL IMPLEMENT		TOTAL PERSIS.		TOTAL COPING	
SAI	10	14	10	14	10	14	10	14	10	14	10	14
44 ACTIVE COPING		.15										
45 PASSIVE COPING						.12						
46 ACTIVE DEFENSE				-.18	-.10	-.16		-.12		-.14		-.17
47 PASSIVE DEFENSE												

HYPOTHESIS 31: The SAI coping scores will be positively related with the Story Completion total affect measures, positively related with the Sentence Completion total positive affect measure, and negatively related with the Sentence Completion total negative affect measures.
The SAI defensive scores will be negatively related with the Story Completion total affect measures, negatively related with the Sentence Completion total positive affect measure, and positively related with the Sentence Completion total negative affect measure.

INSTRUMENTS: SAI, Story and Sentence Completion

VARIABLES: SAI by Affect Scores

	93		94		100		83	
	TOT. STORY PROB. AFF		TOT. STORY OUTCOME AF		TOT. SENT. POS. AFF.		TOT. SENT. NEG. AFF.	
	10	14	10	14	10	14	10	14
44 ACTIVE COPING								
45 PASSIVE COPING			.13	.10				
46 ACTIVE DEFENSE					-.13		.24	.13
7 PASSIVE DEFENSE					-.13		.17	.21

HYPOTHESIS 32: The Occupational Values intrinsic measures will be positively related with the Sentence and Story total coping dimension measures.

INSTRUMENTS: Occupational Values, Story and Sentence Completion

VARIABLES: Intrinsic Values, Total Coping Measures

	21		22		23		24		26		27		28		34		38	
	OCC. VAL. ALTRUISM		OCC. VAL. ESTHETICS		OCC. VAL. INDEP.		OCC. VAL. MANAGEMENT		OCC. VAL. SELF-SATIS		OCC. VAL. INTEL.STIM		OCC. VAL. CREATIVITY		OCC. VAL. VARIETY		INTRINSIC TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
80 SENT.COMP. STANCE	.12								.13								.11	
81 SENT.COMP. ENGAGEMENT																		
82 SENT.COMP. TOTAL COPING	.11							-.10	.12		.16	.11			.13		.15	
89 STORY COMP. STANCE					-.10	-.10			-.11						.11			
90 STORY COMP. ENGAGEMENT											.11							
91 STORY COMP. INITIATION											.11	.11				.11	.10	
92 STORY COMP. IMPLEMENT.					.12													
95 STORY COMP. PERSISTENCE		.10													.12			
97 STORY COMP. SOCIABILITY																		
98 STORY COMP. ATTIT. AUTH.												.10						
96 STORY COMP. TOTAL COPING					.11													

FIGURE 3
AUSTIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 33: The Occupational Values intrinsic measures will be positively related with the SAI coping measures and negatively related with the SAI defensive measures.

INSTRUMENTS: Occupational Values and SAI
VARIABLES: Intrinsic Values, Coping and Defense Measures

SAI	21 OCC. VAL. ALTRUISM		22 OCC. VAL. ESTHETICS		23 OCC. VAL. INDEP.		24 OCC. VAL. MANAGEMENT		26 OCC. VAL. SELF-SATIS		27 OCC. VAL. INTEL.STIM		28 OCC. VAL. CREATIVITY		34 OCC. VAL. VARIETY		36 TOTAL INTRINSIC	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
44 ACTIVE COPING													.14					
45 PASSIVE COPING						-.14												
46 ACTIVE DEFENSE	-.17	-.18		-.11	.10			.14	-.17	-.21	-.16	-.14			-.11		-.14	-.16
47 PASSIVE DEFENSE			.11	.10			.13										.14	

HYPOTHESIS 34: The Occupational Values intrinsic measures will be positively related with the two Story total affect measures and the Sentence Total positive affect measures, and negatively related with Sentence total negative affect measures.

INSTRUMENTS: Occupational Values, Story & Sentence
VARIABLES: Intrinsic Values, Total Affect (Story) and Total Frequency Positive and Negative Affect (Sentence)

	21 OCC. VAL. ALTRUISM		22 OCC. VAL. ESTHETICS		OCC. VAL. INDEP.		24 OCC. VAL. MANAGEMENT		26 OCC. VAL. SELF-SATIS.		27 OCC. VAL. INTEL.STIM		28 OCC. VAL. CREATIVITY		34 OCC. VAL. VARIETY		36 TOTAL INTRINSIC	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
93 STORY PROBLEM AFF.					.13		-.14											
94 STORY OUTCOME AFF.																		
100 SENTENCE TOT. POS. AFF.		.14								.12								
83 SENTENCE TOT. NEG. AFF.											-.12			-.12	-.16			

HYPOTHESIS 35: The Occupational Values extrinsic measures will be negatively related with the Sentence and Story total coping dimension measures.

INSTRUMENTS: Occupational Values, Story and Sentence Completion
VARIABLES: Extrinsic Values by Total Coping Dimension Measures

	25 OCC. VAL. SUCCESS		29 OCC. VAL. SECURITY		30 OCC. VAL. PRESTIGE		31 OCC. VAL. ECON. RET.		32 OCC. VAL. SURROUND.		33 OCC. VAL. ASSOCIATES		35 OCC. VAL. FOL.FATHER		37 TOTAL EXTRINSIC	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
80 SENTENCE STANCE	-.10	.11			-.18		-.11								-.11	
81 SENTENCE ENGAGEMENT	-.11	.12			-.10				.10							
82 SENTENCE TOTAL COPING	-.13		.11		-.22		-.16	-.11							-.15	
89 STORY STANCE														-.11		
90 STORY ENGAGEMENT					-.11			-.10						-.10		
91 STORY INITIATION					-.10			-.12							-.10	
92 STORY IMPLEMENT.																
95 STORY PERSISTENCE					-.12			-.13								
96 STORY COPING EFF.					-.10			- 12						-.10		

HYPOTHESIS 36: The Occupational Values extrinsic measures will be negatively related with the SAI coping measures and positively related with the SAI defensive measures.

INSTRUMENTS: Occupational Values, SAI
VARIABLES: Extrinsic Values by Coping and Defensive Measures

SAI	25 OCC. VAL. SUCCESS		29 OCC. VAL. SECURITY		30 OCC. VAL. PRESTIGE		31 OCC. VAL. ECON. RET.		32 OCC. VAL. SURROUND.		33 OCC. VAL. ASSOCIATES		35 OCC. VAL. FOL.FATHER		37 TOTAL EXTRINSIC	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
44 ACTIVE COPING																
45 PASSIVE COPING																
46 ACTIVE DEFENSE	.16				.11	.14	.11	.20							.14	.16
47 PASSIVE DEFENSE													-.15	-.12	-.14	

FIGURE 3
AUSTIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 37: The Occupational Values extrinsic measures will be negatively related with the two Story total affect measures and the Sentence total positive affect measures, and positively with Sentence total negative affect measures.

INSTRUMENTS: Occupational Values, Story and Sentence Completion

VARIABLES: Extrinsic Values by Affect Measures

	25		29		30		31		32		33		35		37	
	OCC. VAL. SUCCESS		OCC. VAL. SECURITY		OCC. VAL. PRESTIGE		OCC. VAL. ECON. RET.		OCC. VAL. SURROUND.		OCC. VAL. ASSOCIATES		OCC. VAL. FOL.FATHER		TOTAL EXTRINSIC	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
93 STORY PROB. AFF.																
94 STORY OUTCOME AFF.																
100 SENTENCE POS. AFF.					-.12											
83 SENTENCE NEG. AFF.	.11		-.12		.15							.11	-.10			

HYPOTHESIS 38: The status level measures of occupational aspiration, occupational expectation, and educational aspiration will be positively related with the Sentence and Story total coping dimension measures.

INSTRUMENTS: Occupational Interests, Sentence and Story Completion

VARIABLES: Occupational Aspiration, Expectation, and Educational Aspiration by Total Coping Dimension Measures

	38*		39*		109*	
	OCC.INT. OCC.ASP.		OCC.INT. OCC.EXP.		OCC.INT. ED. ASP.	
	10	14	10	14	10	14
80 SENTENCE STANCE						-.19
81 SENTENCE ENGAGEMENT						-.10
82 SENTENCE TOTAL COPING		-.11			-.15	-.17
89 STORY STANCE						.10
90 STORY ENGAGEMENT						
91 STORY INITIATION						
92 STORY IMPLEMENT.						
95 STORY PERSISTENCE						
96 STORY TOTAL COPING						.11

*Remember that these Variables are reversed. Thus, any correlations involving these Variables if positive are actually negative correlations and if negative are actually positive correlations.

HYPOTHESIS 39: The status level measures of occupational aspiration, occupational expectation, and educational aspiration will be positively related with the SAI coping measures and negatively related with the SAI defensive measures.

INSTRUMENTS: Occupational Interest, SAI

VARIABLES: Occupational Aspirations and Expectations and Educational Aspiration by Coping and Defensive Measures

	38*		39*		109*	
	OCC.INT. OCC.ASP.		OCC.INT. OCC.EXP.		OCC.INT. ED. ASP.	
SAI	10	14	10	14	10	14
44 ACTIVE COPING				-.13		-.11
45 PASSIVE COPING						
46 ACTIVE DEFENSE				.10	.11	.14
47 PASSIVE DEFENSE		.13			.18	

*Remember that these Variables are reversed. Thus, any correlations involving these Variables if positive are actually negative correlations and if negative are actually positive correlations.

HYPOTHESIS 40: The status level measures of occupational aspiration, occupational expectation, and educational aspiration will be positively related with the two Story total affect measures and the Sentence total positive affect measures, and negatively related with Sentence total negative affect measures.

INSTRUMENTS: Occupational Interests, Story and Sentence Completion

VARIABLES: Occupational Aspirations and Expectations, Educational Aspirations by Affect Measures.

	38*		39*		109*	
	OCC.INT. OCC.ASP.		OCC.INT. OCC.EXP.		OCC.INT. ED. ASP.	
	10	14	10	14	10	14
93 STORY PROBLEM AFF.						.13
94 STORY OUTCOME AFF.						
100 SENTENCE POSITIVE AFF.						
83 SENTENCE NEGATIVE AFF.					.11	.12

*Remember that these Variables are reversed. Thus, any correlations involving these Variables if positive are actually negative correlations and if negative are actually positive correlations.

FIGURE 3

AUSTIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 41: There will be positive relationships between the aptitude variable and the achievement variables.

INSTRUMENTS: Achievement, Aptitude
VARIABLES: Achievement, Aptitude
Total Peer BRS

	1 APTITUDE 10	14
2 MATH	.35	.66
3 READING	.42	.57
4 GRADE POINT AVERAGE	.48	.50
12 TOTAL PEER BRS	.25	.10

HYPOTHESIS 42: There will be positive relationships between the intrinsic Occupational Values and the criterion measures.

INSTRUMENTS: Achievement, BRS,
Occupational Values
VARIABLES: Achievement, Total
Peer BRS, Intrinsic
Occupational Values

	21 OCC. VAL. ALTRUISM		22 OCC. VAL. ESTHETICS		23 OCC. VAL. INDEP.		24 OCC. VAL. MANAGEMENT		26 OCC. VAL. SELF-SATIS		27 OCC. VAL. INTEL.STIM.		28 OCC. VAL. CREATIVITY		34 OCC. VAL. VARIETY		36 INTRINSIC TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH					.17											-.13		
3 READING	.17	.11			.17	.11			.19				-.12			-.11	.14	
4 GRADE POINT AVERAGE	.20	.13							.18	.17	.15			-.12			.12	
12 TOTAL PEER BRS		.17								.24				-.20				

HYPOTHESIS 43: There will be negative relationships between the extrinsic Occupational Values and the criterion measures.

INSTRUMENTS: Achievement, BRS,
Occupational Values
VARIABLES: Achievement, Total Peer
BRS, Extrinsic Occupational
Values.

	25 OCC. VAL. SUCCESS		29 OCC. VAL. SECURITY		30 OCC. VAL. PRESTIGE		31 OCC. VAL. ECON. RET.		32 OCC. VAL. SURROUND.		33 OCC. VAL. ASSOCIATES		35 OCC. VAL. FOL.FATHER		37 EXTRINSIC TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	-.16									-.11						
3 READING		.12	.14	-.10	-.16		-.18			-.16					-.14	
4 GRADE POINT AVERAGE			.16	-.13	-.16		-.13				.11				-.12	
12 TOTAL PEER BRS			.11					-.13				.10	-.12			

HYPOTHESIS 44: There will be positive relationships between the status levels of occupational aspiration, occupational expectation, and educational aspiration and the criterion measures.

INSTRUMENTS: Achievement, BRS,
Occupational Values
VARIABLES: Achievement, Total Peer
BRS, Occupational Aspiration Expectation and
Educational Aspiration

	38* OCC.INT. OCC.ASP.		39* OCC.INT. OCC.EXP.		109* OCC.INT. ED. ASP.	
	10	14	10	14	10	14
2 MATH	-.20	-.24	-.17	-.22	-.35	-.36
3 READING	-.18	-.24	-.19	-.36	-.37	-.34
4 GRADE POINT AVERAGE	-.13	-.19	-.17	-.30	-.29	-.31
12 TOTAL PEER BRS						-.15

*Remember that these Variables are reversed. Thus, any correlations involving these Variables if positive are actually negative correlations and if negative are actually positive correlations.

FIGURE 3
AUSTIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 45: There will be negative relationships between the occupational interest discrepancy score and the criterion measures.

INSTRUMENTS: Achievement, Occupational Interest Discrepancies
VARIABLES: Achievement, Occupational Interest Discrepancies, Total Peer BRS

		40		41		42		43	
		OCC.INT. EXP/ASP.		OCC.INT. F.OCC.ASP.		OCC. INT. F.ASP./ASP		OCC.INT M.ASP./ASP	
		10	14	10	14	10	14	10	14
2	MATH			-.27	-.21				
3	READING		-.15	-.25	-.22				
4	GRADE POINT AVERAGE		-.13	-.15	-.17				
12	TOTAL PEER BRS				-.12				

HYPOTHESIS 46: There will be a positive relationship between the SAI active and passive coping measures and the criterion measures.
There will be a negative relationship between the SAI active and passive defensive measures and the criterion measures.

INSTRUMENTS: Achievement, BRS, SAI
VARIABLES: Achievement, Total Peer BRS, Active & Passive Coping & Defensive Measures

		44		45		46		47	
		SAI ACT. COP.		SAI PASS. COP.		SAI ACT. DEFEN		SAI PASS.DEFEN	
		10	14	10	14	10	14	10	14
2	MATH							-.17	-.11
3	READING					-.14	-.23	-.17	-.10
4	GRADE POINT AVERAGE					-.16	-.18	-.10	
12	TOTAL PEER BRS						-.20		

HYPOTHESIS 47: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Achievement, BRS, Sentence Completion
VARIABLES: Achievement, Total Peer BRS, Stance

		48		54		60		66		73		80	
		STANCE AGGRESSION		STANCE AUTHORITY		STANCE ANXIETY		STANCE IPR		STANCE TASK ACH.		TOTAL STANCE	
		10	14	10	14	10	14	10	14	10	14	10	14
2	MATH			.12	.16				.11		.10	.11	.16
3	READING		.18	.20	.16			.19				.23	.16
4	GRADE POINT AVERAGE	.15	.15	.13	.13			.12	.18			.12	.14
12	TOTAL PEER BRS						-.15						

HYPOTHESIS 48: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Achievement, BRS, Sentence Completion
VARIABLES: Achievement, Total Peer BRS, Engagement

		49		55		61		67		74		81	
		ENGAGEMENT AGGRESSION		ENGAGEMENT AUTHORITY		ENGAGEMENT ANXIETY		ENGAGEMENT IPR		ENGAGEMENT TASK ACH.		ENGAGEMENT TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
2	MATH											-.14	
3	READING		.11										
4	GRADE POINT AVERAGE	.15				-.15	-.12						
12	TOTAL PEER BRS					-.12	-.18				-.10	-.10	-.13

HYPOTHESIS 49: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Achievement, BRS, Sentence Completion
VARIABLES: Achievement, Total Peer BRS, Coping Effectiveness

		50		56		62		68		75		82	
		COP. EFF. AGGRESSION		COP. EFF. AUTHORITY		COP. EFF. ANXIETY		COP. EFF. IPR		COP. EFF. TASK ACH.		COP. EFF. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
2	MATH			.12	.11			.11	.16		.12	.12	.14
3	READING			.18	.11			.20	.16	.12	.11	.21	.15
4	GRADE POINT AVERAGE	.10		.13	.13			.14	.19			.12	.13
12	TOTAL PEER BRS			.12			-.15	.10					

FIGURE 3
AUSTIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 50: There will be a positive relationship between the Sentence Completion attitude measures and the criterion measures.

INSTRUMENTS: Achievement, BRS, Sentence Completion
VARIABLES: Achievement, Total Peer BRS, Attitude Measures

	53 ATTITUDE AUTHORITY		65 ATTITUDE IPR		72 ATTITUDE TASK ACH.		79 ATTITUDE TOTAL	
	10	14	10	14	10	14	10	14
2 MATH			.10		-.11	.11		
3 READING				.10		.12		
4 GRADE POINT AVERAGE				.11		.24		.19
12 TOTAL PEER BRS		.10		.16	.14	.22	.12	.22

HYPOTHESIS 51: There will be a positive relationship between the Sentence Completion positive affect variables and the criterion measures. There will be a negative relationship between the Sentence Completion negative affect variables and the criterion measures.

INSTRUMENTS: Achievement, BRS, Sentence Completion
VARIABLES: Achievement, Total Peer BRS, Positive & Negative Affect

	59 POS. AFF. AUTHORITY		71 POS. AFF. IPR		78 POS. AFF. TASK ACH.		100 POS. AFF. TOTAL		51 NEG. AFF. AGGRESSION		57 NEG. AFF. AUTHORITY		69 NEG. AFF. IPR		76 NEG. AFF. TASK ACH.		83 NEG. AFF. TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH					.12	.16	.10	.15						-.14				
3 READING				-.12	.12	.18	.11	.17					-.13	-.15	-.16		-.13	
4 GRADE POINT AVERAGE				-.15		.20		.17						-.12				
12 TOTAL PEER BRS				-.12		.22		.19				.10						.12

HYPOTHESIS 52: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Engagement

	148 Story 8 AGGRESSION		154 Story 5 ANXIETY		138 Story 10 AUTHORITY		125 Story 4 IPR		126 Story 7 IPR		111 Story 1 A - TA		119 Story 6 NA - TA		90 TOTAL ENGAGEMENT	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH			.13					-.12	.20						.16	
3 READING			.25		.12			-.13	.27		.18		.11		.24	
4 GRADE POINT AVERAGE			.22				.19		.21		.18		.13		.23	
12 TOTAL PEER BRS	.11					.13	.12		.15				.14		.18	

HYPOTHESIS 53: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Initiation

	149 Story 8 AGGRESSION		155 Story 5 ANXIETY		139 Story 2 AUTHORITY		140 Story 10 AUTHORITY		127 Story 4 IPR		128 Story 7 IPR		112 Story 1 A - TA		120 Story 6 NA - TA		91 TOTAL INITIATION	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH											.19		.15	.13			.15	
3 READING						.14	.16				.27		.16				.18	
4 GRADE POINT AVERAGE			.16						.20		.21		.21	.11	.14		.21	
12 TOTAL PEER BRS	.12		.22				.11	.15	.13		.16				.14		.21	

HYPOTHESIS 54: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Implementation

	150 Story 8 AGGRESSION		156 Story 5 ANXIETY		141 Story 10 AUTHORITY		129 Story 4 IPR		130 Story 7 IPR		113 Story 1 A - TA		121 Story 6 NA - TA		92 TOTAL IMPLEMENT.	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH							.12		.16		.14				.14	
3 READING	.11		.17		.14		.14		.24		.13				.21	
4 GRADE POINT AVERAGE			.22		.10		.24	.10	.18						.20	
12 TOTAL PEER BRS	.18	.14			.10	.14	.15	.13	.12						.17	.12

FIGURE 3
AUSTIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 55: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Persistence

	153		159		146		135		136		116		117		124		95	
	Story 8		Story 5		Story 10		Story 4		Story 7		Story 1		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		IPR		IPR		A - TA		A - TA		NA - TA		PERSISTENCE	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH			.16						.18				.13		.11		.17	
3 READING			.29		.22	.13	.15		.25				.12				.24	
4 GRADE POINT AVERAGE			.28		.19	.16	.22	.11	.18				.10	.10			.23	.10
12 TOTAL PEER BRS			.19		.13	.15	.12	.17	.15						.15		.21	.12

HYPOTHESIS 56: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Coping Effectiveness

	107		104		102		108		103		106		101		105		96	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		COP. EFF.	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH										-.12							.14	
3 READING			.2[illegible]			.12	.18			-.11	.13						.20	
4 GRADE POINT AVERAGE			.19				.14	.10									.17	
12 TOTAL PEER BRS	.13	.11	.11				.14	.21							.12		.16	.12

HYPOTHESIS 57: There will be a positive relationship between the criterion measures and the Story Completion affect dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Problem Affect

	151		157		142		143		131		132		114		122		93	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		PROB. AFF.	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH								-.20	-.21	-.20						-.13		-.14
3 READING				-.14				-.15	-.14	-.10						-.14	.11	-.18
4 GRADE POINT AVERAGE								-.24		-.16						-.16	.13	-.17
12 TOTAL PEER BRS								-.14		-.13								-.12

HYPOTHESIS 58: There will be a positive relationship between the criterion measures and the Story Completion affect dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Outcome Affect

	152		158		144		145		133		134		115		123		94	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		OUT. AFF.	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	.10																.18	
3 READING						.12			.14							.10	.19	
4 GRADE POINT AVERAGE									.14							.10	.24	
12 TOTAL PEER BRS																		

HYPOTHESIS 60: There will be a positive relationship among the Parent/Child Interaction items.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction of Sentence Completion

	84		85		86		87	
	SENT.COMP.		SENT.COMP.		SENT.COMP.		SENT.COMP.	
	SELF-IMAGE		INT.ACTION		MOTHER		FATHER	
	10	14	10	14	10	14	10	14
84 SELF-IMAGE					.47	.39	.61	.59
85 INTERACTION					.25	.37	.71	.72
86 MOTHER	.47	.39	.25	.37			.12	.15
87 FATHER	.61	.59	.71	.72	.12	.15		

FIGURE 3
AUSTIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 61: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion Instrument, and a negative relationship with the Authority Negative Affect measure.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction items by Authority Attitude, Coping Style, Coping Effectiveness, & Positive and Negative Affect measures.

	84		85		86		87	
	SENT.COMP. SELF-IMAGE		SENT.COMP. INT.ACTION		SENT.COMP. MOTHER		SENT.COMP. FATHER	
	10	14	10	14	10	14	10	14
53 AUTHORITY ATTITUDE	.17	.18	.12		.12	.10	.18	.11
54 AUTHORITY STANCE		.15						.11
55 AUTHORITY ENGAGEMENT						.12		
56 AUTHORITY COPING EFF.	.13	.13				.13	.11	.10
59 AUTHORITY POS. AFFECT								
57 AUTHORITY NEG. AFFECT	-.10				-.10			

HYPOTHESIS 62: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion Instrument and a negative relationship with the Total Negative Affect measure.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction items by Total Attitude, Coping Style, Coping Effectiveness, Positive Affect & Negative Affect measures.

	84		85		86		87	
	SENT.COMP. SELF-IMAGE		SENT.COMP. INT.ACTION		SENT.COMP. MOTHER		SENT.COMP. FATHER	
	10	14	10	14	10	14	10	14
79 TOTAL ATTITUDE	.21	.24			.11	.13	.17	.20
80 TOTAL STANCE		.12		.11		.10		.13
81 TOTAL ENGAGEMENT				.10		.10		
82 TOTAL COPING EFF.		.10						
100 TOTAL POS. AFFECT								
83 TOTAL NEG. AFFECT							-.11	

HYPOTHESIS 63: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and the Story Completion Coping Effectiveness scores for the two Authority stories.

INSTRUMENTS: Sentence Completion and Story Completion
VARIABLES: Parent/Child Interaction items of Sentence Completion by Story Completion Coping Effectiveness for Story 2 and Story 10

	84		85		86		87	
	SENT.COMP. SELF-IMAGE		SENT.COMP. INT.ACTION		SENT.COMP. MOTHER		SENT.COMP. FATHER	
	10	14	10	14	10	14	10	14
102 STORY 2 COPING EFF.								
108 STORY 10 COPING EFF.					.10			

HYPOTHESIS 64: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and the Attitude Toward Authority measures of the Story Completion.

INSTRUMENTS: Sentence Completion and Story Completion
VARIABLES: Parent/Child Interaction items of Sentence Completion by Total Attitude Toward Authority of Story Completion

	84		85		86		87	
	SENT.COMP. SELF-IMAGE		SENT.COMP. INT.ACTION		SENT.COMP. MOTHER		SENT.COMP. FATHER	
	10	14	10	14	10	14	10	14
98 TOTAL ATTITUDE TOWARD AUTH.								

FIGURE 3
AUSTIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 65: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Coping Style, Coping Effectiveness, and Affect Scale scores of the Story Completion Instrument.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction items of Sentence Completion by Total Coping Style, Coping Effectiveness and Affect Scale scores of Story Completion

		84		85		86		87	
		SENT.COMP.		SENT.COMP		SENT.COMP.		SENT.COMP.	
		SELF-IMAGE		INT.ACTION		MOTHER		FATHER	
		10	14	10	14	10	14	10	14
89	TOTAL STANCE	.10							
90	TOTAL ENGAGEMENT								
91	TOTAL INITIATION								
92	TOTAL IMPLEMENTATION								
93	TOTAL AFFECT TONE 1st		-.16				-.15		
94	TOTAL AFFECT TONE 2nd								
95	TOTAL PERSISTENCE								
96	TOTAL COPING EFF.								

HYPOTHESIS 66: There will be a positive relationship between the Parent/Child Interaction items from the Sentence Completion and the Active and Passive Coping scores from the Social Attitudes Inventory and a negative relationship with the Active and Passive Defensive scores.

INSTRUMENTS: Sentence Completion and Social Attitudes Inventory

VARIABLES: Parent/Child Interaction items from Sentence Completion, Active and Passive Coping and Active and Passive Defensive scores of SAI

		84		85		86		87	
		SENT.COMP.		SENT.COMP.		SENT.COMP.		SENT.COMP.	
		SELF-IMAGE		INT.ACTION		MOTHER		FATHER	
	SAI	10	14	10	14	10	14	10	14
44	TOTAL COPING ACTIVE								
45	TOTAL COPING PASSIVE								
46	TOTAL ACTIVE DEFENS.		-.15						-.12
47	TOTAL PASSIVE DEFENS.		-.13				-.13		-.10

HYPOTHESIS 67: There will be a positive relationship between the Father/Child Interaction item from the Sentence Completion and the Occupational Value: "Follow Father."

INSTRUMENTS: Sentence Completion and Occupational Values

VARIABLES: Father/Child interaction item from Sentence Completion, Occupational Value: "Follow Father"

		87	
		SENT.COMP.	
		FATHER	
		10	14
35	OCC.VALUE "FOLLOW FATHER"	.10	

FIGURE 3

AUSTIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 68: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Intrinsic Occupational Values.

INSTRUMENTS: Sentence Completion and Occupational Values

VARIABLES: Parent/Child Interaction items of Sentence Completion by Intrinsic Occupational Values

		84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP FATHER	
	OCC.VALUES	10	14	10	14	10	14	10	14
21	ALTRUISM								
22	ESTHETICS					.12			
23	INDEPENDENCE								
24	MANAGEMENT								
26	SELF-SATISF.								
27	INTELLECTUAL STIMULATION						.11	-.13	
28	CREATIVITY								
34	VARIETY								
36	TOTAL INTRINSIC							-.11	

HYPOTHESIS 69: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Extrinsic Occupational Values.

INSTRUMENTS: Sentence Completion and Occupational Values

VARIALBES: Parent/Child Interaction items of Sentence Completion by Extrinsic Occupational Values

		84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
	OCCUPATIONAL VALUES	10	14	10	14	10	14	10	14
25	SUCCESS								
29	SECURITY			.11					
30	PRESTIGE								
31	ECONOMIC RETURNS				-.10				
32	SURROUNDINGS								
33	ASSOCIATES				.14				.14
35	FOLLOW FATHER							.10	
37	TOTAL EXTRINSIC							.11	

HYPOTHESIS 70: There will be a negative relationship between the Father/Child Interaction item and the Discrepancy scores for: (a) Father's Occupation/Child's Aspiration and (b) Father's Aspiration for Child-Child's Aspiration. There will be a negative relationship between the Mother/Child Interaction item and the discrepancy score for Mother's Aspiration for Child-Child's Aspiration.

INSTRUMENTS: Sentence Completion and Occupational Interest Inventory

VARIABLES: Sentence Completion by Occupational Interest Inventory

		87 SENT.COMP. FATHER		86 SENT.COMP. MOTHER	
	OCCUPATIONAL INTEREST	10	14	10	14
41	FATHER OCC./ ASPIRATION				
42	FATHER ASP./ ASPIRATION			.12	
43	MOTHER ASP./ ASPIRATION		.12		

FIGURE 3

AUSTIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 71: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion Instrument and the Aptitude and Achievement measures.

INSTRUMENTS: Sentence Completion and Aptitude and Achievement

VARIABLES: Parent/Child Interaction items by Aptitude and Achievement measures

	84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
	10	14	10	14	10	14	10	14
1 APTITUDE				-.12			-.10	-.12
2 MATH				-.11				
3 READING		.16		-.12				
GRADE 4 POINT AVERAGE		.11						

HYPOTHESIS 72: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and both the Peer BRS Authority item and the Peer BRS Summary score.

INSTRUMENTS: Sentence Completion and BRS

VARIABLES: Parent/Child Interaction items of Sentence Completion by Peer BRS Authority and Peer BRS Summary score

	84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
	10	14	10	14	10	14	10	14
BRS PEER 7 AUTHORITY								
BRS PEER 12 SUMMARY SCORE								

HYPOTHESIS 73: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and both the Self-Rating Authority score and the Summary Score.

INSTRUMENTS: Sentence Completion and BRS

VARIABLES: Parent/Child Interaction items of Sentence Completion by Self-Rating Authority and Summary Scores

	84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
	10	14	10	14	10	14	10	14
BRS SELF- 15 RATING AUTH.								
SELF BRS 20 SUMMARY SCORE								

ANOVA OF MEANS:
SUBGROUP DESCRIPTIONS

This is purely a comparative report. The following is not intended to assert that each group of Japanese sample has such and such characteristics as its essential features. It simply means that such tendency was found "comparatively" noticeable in a group when the characteristics of each group, derived from the results of calculation, were compared with those of other groups and that the description of such characteristics may be useful in further consideration of our problem. It does not say by any means that many pupils of the group had the stated characteristics.

In reading the present report, the readers are requested always to refer to Figure 1 - Stage I.

TOKYO TEN-YEAR-OLD UPPER-LOWER CLASS MALES

Aptitude and Achievement

As for intelligence and achievement, these boys were the poorest. Their intelligence was the lowest among the eight groups, when measured by Raven Progressive Matrix Test. Looking over their achievement by the achievement test scores of Mathematics and Japanese Language, we found them the lowest among the four ten-year-old groups who took the same tests. That their inferiority was not only in Mathematics and Japanese, but also in other subjects was apparent, as their Grade Point Average calculated from the grade points of four main subjects was also the lowest of eight groups. All these differences were statistically significant. Explaining the results in more detail, taking their achievement of Mathematics as an example, it is clear from the result of calculation that this group differed significantly from Group Seven, the top group. As the fourth-ranked group and the fifth-ranked one differed significantly with each other, it can be naturally inferred that Group One was significantly different from Group Eight, the fourth group. Moreover, the former seemed to be significantly inferior to even Group Six, the seventh group, when viewed by their sample means and sample standard deviations.

Peer Behavior Rating Scales

In all the seven items as well as the Summary Score, this group was always at the bottom of the eight groups and significantly different from the top group. In Items 1, 3, 4, 7 and in the Summary Score the group was significantly different from the second highest group as well. When compared with the groups of the same age, the same tendency was strongly observed. The result shows that, at the age of ten, the boys belonging to a lower social class are low ranked by their peers in every respect.

Self Behavior Rating Scales

In contrast with peer ratings, however, self-ratings of this group did not occupy low ranks among the eight groups by any means. Especially in Item 3 (Authority), the group was ranked second among the eight groups and significantly different from the seventh, and the eight groups. As described later, this was caused by the distinctive age difference ($10 > 14$) in self-rating. When compared with other groups of the same age and viewed by sample scores, this group was the lowest in four items (Academic Task Achievement, Nonacademic Task Achievement, Interpersonal Relations with Peers, and Aggression) as well as in the Summary Score. However, no generalization can be made, as no significant difference was found with the top group. That is, though no definite statement can be made, the result was consistent with those of Peer BRS. In Item 3, IPR with Adult representing Authority, however, the group was second, showing significant difference with Group Seven, the seventh and matched group in TUKEY test, and therefore with Group Five, the eighth group, as well. It is noteworthy that their self-rating was rather high in such an item as the above where the necessity of making an objective judgment was rather lacking.

Occupational Values

In this instrument, the differences of scores among the eight groups were rather large, which makes it easier to depict the characteristics of each group.

This group stood highest of the eight groups in seeking Success, Creativity, Prestige and Follow Father, and significantly differed from the matched group while they were at the bottom in Altruism, Intellectual Stimulation, and Variety, the second lowest in Self-Satisfaction and Associates and the third lowest in Independence. The difference from the matched group was significant in all these values. Of the values where this group was high ranked, all but Creativity are extrinsic values. Accordingly, their Total Extrinsic Value score was the highest of the eight groups, and the differences from the two bottom groups were significant. Most of the values where this group was low ranked were intrinsic values. Therefore, their Total Intrinsic Value score was also the lowest among the eight groups, and significantly different from the two top groups.

In this group, the distances among the sample mean scores of the thirteen values except the highest and the lowest were relatively small. If that is true with the mother population, it may be inferred that their judgments on various occupational values are not much differentiated yet. This may be said to be another characteristic of the group. However, the most frequently chosen value was Creativity, followed by Surroundings and Prestige. The least frequently chosen was Esthetics.

Occupational Interest

The sample score of this group's occupational aspiration was the fourth largest. In other words, the level of occupations this group aspired for was ranked fifth of all the groups, though the difference between this group and the fourth (matched group) was not significant. The objective status level of the jobs in which these boys expected to engage in future was very low, ranked sixth of the eight groups, and significantly differed from those of the three top groups. That is, though their occupational aspirations stood around the middle of the groups and showed no definite difference from other groups, their expectations of actual occupation belonged to low groups. This is true of the mother population as well. On the other hand, the discrepancy between their aspirations and expectations was the second largest with a significant difference; no matter whether it is possible or not, they strongly aspired to the occupations of much higher level than those they expect to engage in as adults. The same tendency was observed in the discrepancy between their aspiration and their fathers' occupation. That is, their desire to obtain the jobs of much higher status level than their fathers' was significantly the second strongest among the eight groups. As for the aspirations they believed their fathers held for them, the number of meaningful replies was rather small. We found, however, from the obtained replies that not only their aspiration was higher than their fathers' aspiration for them, but also the discrepancy between the two kinds of aspiration was relatively large among the eight groups, though the difference from the matched seventh group was not significant. Perhaps no conclusion should be made on this point.

Educational Aspiration

The sample mean of this group was ranked fifth. According to TUKEY Test, however, no significant difference existed from the fourth-ranked Group Five. It may be said that the children of Group One ranked around the middle among the eight groups.

Social Attitudes Inventory

This group stood significantly the highest in the Total Scores of Passive Coping and Active-Defensive and the seventh in the Total Score of Active Coping. They showed no significant difference in the Total Score of Passive-Defensive from any group. That is, this group was distinctly different from other groups in the fact that they were reluctant in adopting the kind of coping accepted or praised in Japan and willing to take passive and/or defensive methods which are not praised in Japan.

Sentence Completion

As for Task Achievement, a significant difference was observed only on the Coping Effectiveness, where these boys stood lowest of all the groups, which means they are poor in Task Achievement. In the area of

Interpersonal Relations, significant differences between this group and a matched group were noticed on the Coping Effectiveness and the Frequency of the Negative Affect. Here again their Coping score was next to the lowest while the Frequency of Negative Affect was the largest. That is, their interpersonal relationships are poor and they often have negative affect in dealing with other. The same tendency was noticed in the area of Authority or the Interpersonal Relations with Adults who represent socially accepted morals. In this area, the scores of Stance, Engagement, and Coping Effectiveness were the lowest, and the difference from the top group of these dimensions was significant. In this connection, let us take a look at their relations with their parents. As for the image of the pupils as they thought their parents had in their mind, their score was significantly the highest of the eight groups. As for the interaction with parents, they were significantly the lowest in their interaction with mothers while no significant difference was observed in their interaction with fathers. Roughly speaking, these results indicated that they got along rather well with their father, but not necessarily with their mothers, and yet they were self-conceited in thinking their mothers considered them well.

As for their coping with Aggression from others which is also a special case of Interpersonal Relationship, their scores on Stance and Coping Effectiveness were significantly the severth, or second lowest. No significant difference was noticed in the area of Anxiety.

As for the Total Scores made out of the five areas, a significant difference was found on Stance and Coping Effectiveness, the group being the seventh in the former and at the bottom in the latter. In summary of the above results, it may be said that this group was the lowest or very poor in such important aspects of coping as Stance, Engagement, and Coping Effectiveness, and that the tendency was especially apparent in interpersonal and social areas such as Interpersonal Relationship, Authority, and Aggression.

The Reality/Fantasy Discrepancy score of this group indicated that they fantasized achievement of a much higher level than that which they have actually achieved. This group's mean, however, was not significantly different from the other groups'.

Story Completion

On the Coping Effectiveness ratings, these boys were second lowest on Story Eight (Aggression), third lowest on Story Five (Anxiety), but highest on Story Two (Father's Authority). On the Coping Style dimensions they differed from other groups only on Persistence where they were lowest of all groups.

Interpretive Comments

According to the results of the analysis of variance, the poor aptitude and achievements of this group were due to the effects of age, social class, sex and their interactions. The effects of social class and sex were the most noticeable among others.

They were given low ratings by their peers, which may be also attributed to the effects of the same factors. Here again the effects of social class, sex and interactive effect of Age x Sex were quite noticeable. On the other hand, it is mainly due to the effect of age that the self-ratings of this group ranked in the middle or higher of the eight groups. As for the self-ratings on Interpersonal Relationship with Adults, this group occupied a rather high rank among the eight groups. That is, they considered that they were getting along rather well with adults. This is probably caused by the following self-defensive mechanism. These children had not had many bitter or painful experiences in this area and knew that there wasn't any objective datum to verify the rating in this area; therefore, these children, who knew their inferiority on other matters, tried to place themselves higher in these items in order to get support to their own ego. The reason why the ten-year-olds showed the tendency to make self-ratings higher than the fourteen-year-olds may be that the under-estimation of one's self is considered a virtue in our country, but the ten-year-olds haven't been much influenced by such a social code yet.

It is considered that the reasons why the children of this group rated the Extrinsic Values higher and the Intrinsic lower than other groups (though most Intrinsic Values stood high and the Extrinsic low in the intra-group ranking) are the naiveté of the age of ten, the aspiration to the success and the economic return effected by their socioeconomic background, and the role expectation on the male in our society to support their families and maintain prestige in the society. In Japan, to speak of such values as Success and Prestige is considered a lowly deed of uneducated person. Therefore, the fact that this group placed them at relatively high ranks indicates their mental immaturity and their little contact with the traditional culture. On the other hand, it also means that people of this social class are struggling to maintain their living and have strong desires and needs to get out of their present conditions. According to our calculation on Japanese data, all correlation coefficients among Success, Prestige, and Economic Return are relatively large, which indicates that all these values are merely the three aspects of the same desire to attain quickly a high social status, regardless of the nature of the position, and to obtain sufficient wealth so that they would not suffer in their living.

Among the Intrinsic Values, only Creativity was given a high ranking. It may be probably caused by the following reason. The phraseology of Japanese translation suggested technical invention and/or manual construction as the content of Creativity which are quite attractive to young boys, and these kinds of work are related with success in our country where technical innovation is proceeding. On the contrary, among the Extrinsic Values they showed little concern with Altruism and Associates, the values related with other people. It may be due to their lack of the mental maturity which makes them respect such values, and also due to their lack of the broad-mindedness to pay much attention to them.

Their relatively strong concern to follow their fathers' occupations may be explained as follows. There are quite a few owners of small enterprises among the parents of this group. These people do not want to give up their enterprises which they have acquired with a great deal of effort, and most of these enterprises are supported by the labor of family members. Therefore, the children, as well as the parents, consider the children's succession of their fathers' work profitable for both parents and children. It is imagined that these facts were reflected on the group's relatively high mean score on this value.

Their occupational interests seem to be also much influenced by their socioeconomic background. They want to engage in the occupations of higher status in the society, as they have had much dissatisfaction and inconvenience because of their parents' low status. The large discrepancy between the child's occupational aspiration and his father's actual occupation reflects such situations. Though most fathers of this social status strongly want their children to succeed in life more than themselves, yet they do not have as high occupational aspirations for their children as their children themselves do, because they know better the reality of life. Therefore, a tendency of considerable discrepancy was observed between children's occupational aspirations and those their fathers held for them, though it was not statistically significant in our sample just as the discrepancy between mothers' and children's wasn't significant, either. In case of mothers, they are also disappointed with the socioeconomic statuses of their mates and have much dissatisfaction. Therefore, though they are more realistic than their children, the extent to which they have dreams on their children's future is larger than their mates. That is why the occupational aspirations the mothers held for their children were somewhat close to the children's aspirations.

Though we say these children aspire for the occupations of high status, the horizon where they are now and from which they try to take off is much lower than that of upper-middle class children. Therefore, the aspiration level of this group was still lower than that of the upper-middle group, but the differences from other groups were not significant. However, the fact that the discrepancy between the occupational aspirations and the realistic expectations in this group was larger than some other groups indicates that their desire to climb up the social ladder is very strong, in spite of the low level of expectations they can have when they realistically think of it.

In any one of the three instruments, Social Attitudes Inventory, Sentence Completion Test, and Story Completion Test, this group did not show the effective coping nor the desirable coping style, when we judge from the preferred coping styles in our society. Since the coping styles approved in our society were used in our scoring as criteria of the coping effectiveness, it is inferred that the fourteen-year-olds who have had more social training have acquired or at least understood such styles of behavior more than the ten-year-olds. With the same reason, the upper-middle class children who have grown up among the socially successful adults have been more controlled by them than the upper-lower class children, and the girls are more under such control than the boys. If the above inference is correct, it is natural that Group One was at the bottom regarding Coping. In addition, they were especially poor copers in the area of Interpersonal Relations. Only exception at this point is that these children showed the highest score of Coping Effectiveness in Story Two which deals with the area of Authority. At a glance, it may look to contradict with the low score of this group in the Sentence Completion item concerning Authority. This story stem, however, merely presents a task to find a safe place to play in Tokyo where the places for children to play are extremely limited and the number of traffic accidents is great. It does not present a problem of how to cope with father's authority. Apart from other teams, our team made our scoring system of Coping Effectiveness for Story Two from such a view point, not from the viewpoint of coping with authority which was originally intended by the test-constructor. That is why this group had a high score of Coping Effectiveness in this story.

TOKYO TEN-YEAR-OLD UPPER-LOWER CLASS FEMALES

Aptitude and Achievement

This group was the fifth of the eight groups in the Raven Progressive Matrix Test, and the third of the four ten-year-old groups in Mathematics Test, Japanese Language Test and the Grade Point Average. They were a little below the average of the whole ten-year-old sample. With the exception of Mathematics Test, however, the differences between this group and the groups of higher scores were not significant. They much excelled Group One, boys of the same age and social class in intelligence as well as achievements.

Peer Behavior Rating Scales

TUKEY tests did not reveal any significant intergroup difference, but the analysis of variance showed that the social class factor had an unfavorable, strong effect on this group, while the factor of sex had a favorable, weak effect. These two kinds of effect must have balanced with each other and kept the group in a somewhat neutral position. As far as the kinds of behavior measured by this instrument are concerned, this group may be labeled neither superior nor inferior.

Self-Behavior Rating Scales

This group ranked first in Item 3, Authority, and Item 5, Anxiety; second in Item 2, Nonacademic Task Achievement; and third in Item 1, Academic Task Achievement and in the Total Score. In all these items the differences were significant. When compared with peer ratings, just as in the case of Group One, the tendency of overestimation was apparent and the discrepancies between the self-ratings and the peer ratings were large. It was especially true in Items 3 and 5, and Item 2, Nonacademic Task Achievement follows them. In Academic Task Achievement and Self-Assertion, no large discrepancy between peer rating and self-rating existed, and their self-ratings in these items ranked low among the ten-year-old groups. That is, both these girls and others admitted that these girls were poor in academic work and lacked strong will to achieve certain things.

Occupational Values

This group stood highest of all the groups only in Economic Returns. They stood next to highest in Security and Physical Surroundings. On the other hand, they ranked lowest in valuing Self-Satisfaction, and next to lowest in Independence and Variety. When compared with Group One, who belong to the same social class and age, they had more concern with Security and Economic Returns and less with Success and Prestige. Such difference is quite understandable as the latter two values are always more strongly related with boys than girls in Japan. The values they did not show much concern for were Independence, Self-Satisfaction, and Variety, all of which were Intrinsic Values. In fact, they were the second lowest of the eight groups in the Summary Score of the Intrinsic Values while the second highest in the Summary Score of the Extrinsic Values. Those values chosen most frequently by this group were Surroundings, followed by Intellectual Stimulation and Altruism. Those chosen least often were Follow Father and Esthetics.

Occupational Interest Inventory

Both the Vocational Aspiration and the Expectation of this group were low, that is, their figures were large. The former was the second lowest and the latter the lowest of the eight groups. In both variables, differences from a few of the higher groups were significant. The discrepancy between their aspiration and expectation did not significantly differ from any group. Their Educational Aspiration was also the second lowest, and this was consistent with the low level of their Occupational Aspiration and Expectation.

It was characteristic of this group that they have considerably higher level of vocational aspiration than the actual level of their fathers' occupations. Their score of "children's aspirations minus fathers' occupations" was the third largest and significantly different from the same scores of the three lowest groups. In this case, it is necessary to remember that the status levels of their fathers' occupations themselves are rather low. On the other hand, when the children's aspirations were compared with the aspirations they believed their fathers held for them, the former were lower than the latter. In contrast with the fathers' attitudes, the mothers of this group seemed to hold about the same level of aspirations for their daughters as the daughers themselves did.

Social Attitudes Inventory

The Active Coping score of this group was significantly the lowest. No significant difference was observed in other three scales which measure the attitudes considered undesirable in Japanese society and where this group stood in the middle or below among the eight groups. That is, though these girls were apparently inferior in Active Coping, they did not have such undesirable styles of behavior as passive coping and defensive attitude any more than other groups.

Sentence Completion

There was no significant difference from other groups in any dimension of Task Achievement.

In the area of Interpersonal Relationship, this group was significantly the lowest in three dimensions -- Stance, Engagement, and Coping Effectiveness. In the areas of Authority and Aggression, which are special situations of interpersonal relationship, their responses were also poor. Their attitude toward authority was significantly the highest, which shows that they are meek and obedient to such figures as teachers and policemen who are representatives of authority. But, their stance in coping with this kind of problem dropped to the seventh rank which was significant. As for their interaction with their parents, who usually represent authority as well, no statement can be made, as no significant difference was observed there. In the area of Aggression, this group was significantly the lowest in Stance, Engagement, Coping Effectiveness, and the Frequency of Neutral Affect, while the Frequency of Negative Affect was correspondingly the largest. In the area of Anxiety, this group showed no significant difference in any dimension.

When looked across all areas their Total Scores of Stance and Engagement were the lowest and that of Coping Effectiveness was the second lowest. All these scores were significantly different from the equivalent of other groups.

The Reality/Fantasy Achievement Discrepancy score was very small for this group; in fact it was the second smallest discrepancy. The score indicated that these girls fantasized achievement only slightly greater than their Reality Achievement. The group mean did not differ significantly from those of other middle groups.

Story Completion

On the Coping Effectiveness ratings, these girls were lowest of all groups on Story Five (Anxiety). On the Coping Style dimensions, they were highest on Stance, but lowest on "Affect Tone 1st" (affect expressed in conjunction with the problem).

Interpretive Comments

Though the aptitude and the achievements of this group stood in middle of the eight groups, their systematic inferiority in these traits to the upper-middle class children of the same age and sex indicates that the effect of social class is strong on these traits.

The reason for the higher scores of these girls in all the Behavior Ratings by peers, as well as by themselves, than those of the boys of the same age and social class may be that the equivalent boy's group was relatively immature in their mentality, and that girls are more obedient or susceptible to the social norms than boys in our country.

Compared with other groups, these girls were more concerned with the Extrinsic Values and less with the Intrinsic Values. In this tendency they were similar with Group One, and it seems to reflect the effects of their social class as well as their developmental immaturity. Because of their age, they are not mature enough to think over the features of various professions as something relevant to themselves; and because of the social class they belong to, it is necessary for them to seek for higher social status or economic stability through their occupations instead of enjoying the occupation for its own sake. Among the Extrinsic Values, however, these girls were more concerned with the lucrative and stable jobs in good physical surroundings, while the boys of the same age and social class were concerned with the works which will bring them higher social status. It is because boys are honored in our country when they acquire high status in the society while the same kind of expectation does not hang over girls. It is natural for the downtown girls in Tokyo to seek for good surroundings of working place as they daily observe many working places which are extremely inferior in this respect. They may be more sensitive with this kind of matter than the boys of Group One, as it is one of the characteristics of female beings.

The low status levels of their vocational aspiration and expectation may be due to the effects of sex as well as social class. Namely, though these girls want to engage in the occupations of higher level than their fathers', the youngsters, especially the girls, of this social class cannot expect to obtain the jobs of high level when they consider the low status of their social class. In addition, the idea still prevails in Japan that women should marry at an appropriate age and devote themselves to housekeeping instead of having occupations all through their lives, and such a conventional view is more common among the lower class people. As long as such view is prevalent, it is rather difficult for girls to expect to obtain professional positions. All these situations probably have some effect on the level of their occupational aspiration. As for the fathers, they do not have much understanding of the special difficulty girls have in obtaining high level occupations. Therefore, in spite of, or because of, their present low status, they embrace the same level of dreams for their daughters, as high as for their sons. However, the girls themsleves have much lower aspiration than the boys. That is why the level of aspiration the fathers hold for their daughters is higher than that of the aspiration the girls themselves hold. In case of mothers, they well know the social status of women in our country. Therefore, they hold a lower level of aspiration for their daughters than for their sons. That is why the discrepancy between these girls and their mothers concerning the girls' future occupation is almost nil.

We may consider that the low level of educational aspiration of this group was also effected by social class and sex.

The tendency of this group to be poor in their coping as shown by the results of Sentence Completion test seems to be caused by their developmental immaturity and their social class, too. This tendency is not as apparent as the boys of the same age and social class, because girls are more susceptible to the social norms. Nevertheless, it is still true that these girls were rather poor copers. These characteristics of this group are well shown in their responses in the fact that they are obedient to such figures as policemen and teachers who represent the socially approved authority, yet they are not always good in coping with a problem involving any of these figures. The reason why they are especially poor in Interpersonal Relations may be that the rights of children are not sufficiently recognized in this social class, and the girls of this age are the weak beings among them, which leads the girls to have negative and cautious attitudes toward adults at large. The results of Story Completion test also suggested a similar tendency.

In summary, the general features of this group were similar with those of the ten-year-old upper-lower class boys. However, because of the social status of women and the different role expectations given to them in our society, the Vocational Value Preference, Vocational Aspiration, Educational Aspiration of this group were somewhat different from Group One. For example, the girls were more concerned with the stability of the work, even if its status level might be a little lower. It was also noticed that their coping styles were closer than boys' to the social norms of our society in many dimensions, because of their low status in the society and also of their social susceptibility which, in turn, was derived from the nature of women.

833

TOKYO TEN-YEAR-OLD UPPER-MIDDLE CLASS MALES

Aptitude and Achievement

No significant difference was found in any test except that the group was significantly ranked second among the same age groups in Mathematics test. Therefore, no statement can be made on this group beside their excellence in mathematics.

Peer Behavior Rating Scales

A significant difference was noticed only in the Interpersonal Relationship with peers where they were the second highest among the eight groups.

Self-Behavior Rating Scales

With this group as well, the self-rating scores were constantly higher than those of peer ratings. In many items, Academic and Non-academic Task Achievement, Self-Assertion, Aggression, and the Total Score, their self-rating scores were ranked first with significant differences. These boys may be characterized as extremely self-confident or, to give them a hard name, self-conceited.

Occupational Values

No value was ranked significantly highest by this group among the eight groups. In Management, Success, Creativity, and Follow Father, however, the group was ranked second with significant differences. It should be noted that the group most positively recognized the value Creativity among the fifteen values. Apart from the speculation of their interpretation of the value, it showed that the ten-year-old boys (including the Group One) were strongly attracted to this value. To the other three values, this group also gave higher evaluation than other groups. These values, however, were not given high ranks by this group in the intragroup ranking of the fifteen values. On the other hand, the values of which their evaluation was significantly lower than that of other groups were Associates which was ranked lowest, Esthetics and Surroundings which were both ranked seventh. To summarize these findings, the group recognized a great deal of value in creative work, while they are least interested in esthetic work. They were more interested than some other groups in such values as Success and Management, which are directly related to social status uprising, but they seemed less interested in such values as Associates and Surroundings which are the conditions closely related to their emotional life.

Occupational Interest Inventory

The Occupational Aspiration and Expectation of this group held the seventh rank among the eight groups. That is, the level of their

Occupational Aspiration and Expectation was the second highest. Their Educational Aspiration was also the second highest, which corresponded with their high rank in the above items. In all these items, they were significantly different from other groups. The discrepancy between their Occupational Aspiration and Expectation was the second smallest and significantly different from other groups. Likewise, the discrepancy between the level of their Occupational Aspiration and that of their fathers' present occupation was significantly the second smallest. In other words, these boys had occupational aspirations and expectaations, both of which are about equally high level, and the former were also close to the level of their fathers' occupations.

Social Attitudes Inventory

Of the four scores of the Social Attitudes Inventory, this group showed significant difference only in their Active-Defensive score, which ranked them second. It may be said that they were more active and defensive than other groups. The ANOVA shows that their defensiveness was affected by their age.

Sentence Completion

The items where this group showed significant difference from other groups were Total Frequency of Negative Affect where they held the first rank, Attitude toward Authority where they held the second rank, Coping Effectiveness in Interpersonal Relations where they stood sixth, and Engagement in Authority where they stood seventh. Accordingly, as measured by this instrument, no special characteristic can be pointed out regarding the group's coping styles and/or attitude, except that they relatively frequently revealed negative affect. In addition, their attitude toward authority was relatively good, but they were poor when they proceeded to solve the problem. Their coping with a problem of interpersonal relations was not very effective either.

The Reality/Fantasy Achievement Discrepancy score was the smallest of all groups. These boys had a slight tendency to underestimate their actual achievement, but this tendency was so slight that it could be concluded that this group had the most accurate perception of their actual achievement of all groups. The group mean did not differ from those of other middle groups.

Story Completion

On the Coping Effectiveness ratings, these boys received the second lowest score on Total Coping Effectiveness, but did not differ on any individual story. On the Coping Style dimensions they differed only on "Affect Tone 2nd" (affect associated with outcome), where they were lowest of all groups.

Interpretive Comments

The results of the analysis of variance showed that social class difference was definitely significant in all the four scores regarding Aptitude and Achievement, the upper-middle being superior to the upper-lower. Sex difference was also significant in three of the above four scores (excepting Mathematics). In these scores the girls were superior to the boys. Accordingly the effects of these two factors mutually negated one another in this group. This is probably why the group did not show any significant difference from other groups except in Mathematics where they excelled other groups.

The effect of the same factors was observed in the BRS items as well. It may probably be due to the conflicting effects of the above two factors, social class and sex, that the sample mean scores of this group were relatively high in many items of this instrument, yet not high enough to be significantly different from other groups. The Interpersonal Relationship with Peers was the item in which social class difference alone was significant. It is quite likely then that these carefree and naive boys are superior in this respect to the children of the two upper-lower class groups. The fact that the self-ratings by the ten-year-old boys were generally high has been already pointed out. In Self-Ratings social class difference has also been revealed in several scales where the upper-middle class excelled the upper-lower. Consequently, this group came to be ranked first in many scales. As stated earlier, this seems to have resulted from the relatively superior natural gifts of the children in the high social class as shown in the peer ratings, naiveté due to their younger age, and their self-confidence derived from their favorable environments.

Among the fifteen Occupational Values, the boys of this group gave higher values to Management, Success, Creativity, and Follow Father than some other groups, and the variance analysis showed that these were the values in which sex difference was definitely significant, the boys being more concerned with them than the girls. Age difference was also revealed in the three values excepting Management. These differences can be probably traced back to the difference of the respective roles expected of boys and girls to perform in the Japanese society and also on the age difference of their mental maturity. The relatively high ranks given to the above values by this group may be affected by such reasons. On the other hand, these boys rated Esthetics, Surroundings and Associates relatively low, and here sex difference was observed in the reverse direction. In addition, social class difference was significant in Surroundings where the upper-lower exceeded the upper-middle, and age difference was significant in Associates where the fourteen-year-old exceeded the ten-year-old. When Management, Success, Creativity, and Follow Father are made into a bunch, and Esthetics, Surroundings, and Associates into another, and the characteristics of each one of the bunches are abstracted and then combined with the findings of the variance analysis, the latent existence of quite a fine regularity which may be characterized as "secular vs. emotional" can be easily noticed.

The fact that this group has high educational aspiration, occupational aspiration and expecation is also basically derived from sex and social class factors. That is, the boys have in their minds the occupations of socially higher level than the girls, and the upper-middle than the upper-lower. With regard to Occupational Aspiration and Expectation, the age difference was also significant, and the fourteen-year-old selected higher level occupations than the ten-year-old. Regarding Occupational Aspiration and Expectation, the sample mean scores of this group were slightly larger than those of Group Seven who belonged to the same sex and social class, but older age, which means the former aspire to and expect lower level occupations than the latter. This is probably due to the effect of age difference. No generalization, however, can be made on the whole population of this group, as TUKEY test was not applied to the above differences. The discrepancies were small between the level of occupation these children aspired to and that of their fathers' occupations, and between the former and the aspirations their parents held for them. This could be interpreted that their fathers' social statuses are at a satisfactory level and both the parents and the children have set the childrens' occupational aspiration levels equivalent to the fathers'. Further, the small discrepancy between their occupational aspiration and expectation may be based on the fact that in Japan it is not considered much difficult for the boys of this group, excepting those especially incompetent, to remain at the same status level as their fathers' as long as they are backed up by the favorable environments of upper-middle class. It may be said that this group embraced no excessive ambition or humiliation concerning their future occupation. They know that they can inherit the favorable social status of their family as long as they continuously make reasonable efforts, which gives them a proper amount of strain as well as a large amount of security. In this sense, they may be called a group with many hopes.

No distinguishing characteristics were found in the coping style and effectiveness of the boys in this group. The results of ANOVA showed that, when significant differences were found in some dimensions or areas, most of them were in such patterns as "10 < 14", "UL < UM", and "M < F". It is quite possible that in Japan the middle-class children possess more acceptable behavioral patterns than the lower-class children, and so do older children than younger ones, and girls who are more obedient than boys also accept more of this kind of norm than do boys. It then follows that in this group consisting of the boys younger in age and of higher social class, the effects of these factors often negate each other and, consequently, make it difficult for the group to reveal unique characteristics of its own. The following are the only characteristics observed in this group. That is, they have relatively strong active defensive attitude, relatively frequent expressions of negative affect, and few expressions of the affect on outcome (which means they are rather carefree), and favorable attitude and/or relation to authority, particularly to their father and mother. All of these are the items in which age and sex have effects (with regard to the affect on outcome,the reversed pattern of sex difference - "$M<F$" - was observed); therefore, it is considered that the naiveté of the ten-year-old boys was reflected on these items.

TOKYO TEN-YEAR-OLD UPPER-MIDDLE CLASS FEMALES

Aptitude and Achievement

This group was the first of the eight groups in Raven Progressive matrices test. The difference from other groups was significant. In Mathematics, Reading, and Grade Point Average, they were at the top of the same age groups, and the difference from other groups was significant in all these items as well.

Peer Behavior Rating Scales

This group had a good reputation among their classmates. Among the eight groups, they had the second highest score in Academic Task Achievement, the highest in Nonacademic Task Achievement, Interpersonal Relations with Authority, Anxiety, Aggression, and Summary Score. All these scores were significant. But these girls don't strongly assert themselves, neither are they outstanding in their relationship with their classmates.

Self-Behavior Rating Scales

These girls, who received the highest score in many scales when rated by peers, occupied the significant second rank only in Academic Task Achievement and Summary Score when rated by themselves. It was also characteristic of this group that the discrepancy between peers' rating and self-rating was relatively small when compared with other groups.

Occupational Values

The values which this group emphasized more than other groups were: Altruism (the first of the eight groups), Esthetics (the first), and Prestige (the second); while those they emphasized less were Independence (the eighth), Security (the eighth), Management (the seventh), Self-Satisfaction (the sixth), and Associates (the sixth). In all these values, the difference from other groups was significant. In both groups of values above mentioned, Intrinsic Values as well as Extrinsic ones are included. Therefore, the Total Scores of Intrinsic and Extrinsic Values respectively received the fourth and the fifth rank among the eight groups, of which no significant difference was observed from other groups. Those values chosen most frequently by this group (in comparison to the remaining values) were Altruism, Surroundings, and Intellectual Stimulation. Those values chosen least frequently were Management and Follow Father.

Occupational Interest Inventory

The sample mean scores of Educational Aspiration, Occupational Aspiration and Expectation placed this group in the middle rank among the eight groups. No significant difference was observed from other groups. The discrepancy between the Occupational Aspiration and Expectation of this group was not large. No significant difference from other groups was observed as for the amount of the above discrepancy. When their occupational aspirations were compared with their fathers' occupations, the status level of the latter was higher. In other words, these girls aspired to the occupations of considerably lower level than their fathers'. The discrepancy of this group between the child's aspiration and their father's occupation was the largest "negative" among the eight groups, the difference being significant. When the Occupational Aspirations of these girls were compared with those their fathers or mothers had for them, very little discrepancy existed between them. That is, their parents wanted these girls to engage in the same level of work as the girls themselves wanted. though no significant difference from the matched group was observed for this discrepancy.

Social Attitudes Inventory

Our sample had relatively large scores of Passive Coping and Passive-Defensive while their scores of Active Coping and Active Defensive were about the average or rather small. These scores seem to show that this group had a lack of positive attitude in solving problems. No definite statement, however, can be made, as no significant difference was observed between this group and the matched one throughout these items.

Sentence Completion

This group received high ranks in many dimensions as well as areas. But, no significant difference was observed in many of those dimensions and areas. Significant difference was observed only in the Attitude in the area of Task Achievement, the Total Attitude Score, and Positive Affect in the area of Authority. In all these dimensions they received the highest score.

This group had the second highest positive score on the Reality/Fantasy Achievement Discrepancy dimension and they differed significantly from other groups. These girls greatly underestimated their actual achievement as their Fantasy Achievement score was lower than their actual achievement.

Story Completion

On the Coping Effectiveness ratings, these girls were second lowest on Story Five (Anxiety), and lowest on Story Seven (Interpersonal Relations). On the Coping Style dimensions they differed only on

"Affect Tone 1st" (affect expressed in conjunction with the problem) where they were second lowest of all groups.

Interpretive Comments

In previous sections, it has been repeatedly pointed out that the effects of social class and sex were both significant in intelligence and achievements except in Mathematics. The superiority of this group in these items to upper-lower groups, especially to the upper-lower boys, were affected by these factors.

A similar conditioning structure was also found in the behavior ratings by peers. That is, boys were inferior to girls in Items 1, 2, 5, and in Summary Score, and the interactive effect of Age x Sex was significant in all items except Item 6 and Item 7. Therefore, it is natural that this group occupied the highest rank in the above items. As for Interpersonal Relationship with Friends, however, the group was not rated especially high. The reason may be that girls have more delicate feelings in the matter of friendship than boys.

The reason why their self-ratings were about one rank lower than their peer ratings is that their self-rating scores are close to peer rating scores no matter which is larger, while other ten-year-old groups tend to give higher scores of self-rating than their friends' ratings. Consequently, when the ranks are calculated, the self-ratings of this group are, so to speak, pushed down by high scores of other groups. It must be also added that the small discrepancies between peer and self-ratings suggest their relative competence to observe themselves objectively and in that sense they are a rather mature group. On the contrary, children become excessively humble when they are fourteen-years old, and in some fourteen-year-old groups their self-rating scores were smaller than those of peer rating. As this group has not gone too far into that direction, the result is that they could make self-ratings not much deviated to either side.

As for Occupational Values, sex differences were apparent in Altruism and Esthetics which this group was more concerned with than other groups. It may be quite natural that the upper-middle class girls who are much affective and protected from the hardship of the real world are interested in these values. Prestige is the value where the age difference is outstanding and, in addition, interactive effect of Age x SES x Sex is also observed, though slightly. It is rather difficult to find the reason why these girls' concern with this value was very high (among the ten-year-old groups, being next only to the upper-lower class boys). As they are relatively mature among the ten-year-olds, they are not necessarily indifferent to worldly values. Probably their concerns with secular values have been collectively expressed in their emphasis on Prestige. No definite statement, however, can be made as TUKEY test has not been administered on the differences among the ten-year-old groups. Of the values which the group was less concerned with than other groups, Independence was conditioned unfavorably by age and sex, favorably by social class; Security, unfavorably by social class, favorably by sex; Management, unfavorably by sex; Self-Satisfaction, unfavorably by age; Associates, unfavorably by age, and favorably by sex. At a glance, such values as Self-Satisfaction and Associates look to be attractive to girls, yet the evaluations of these values reflect the stronger effect of age. This group is in a transitional stage from immaturity to maturity. That is why the relative ranks of intrinsic values and extrinsic ones are well mixed up with each other.

The fact that the Educational Aspiration, the Occupational Aspiration and Expectation of this group are not very high may be caused by the mutual negation of the effects of sex, social class and age (no age difference existed in educational aspiration). Ten-year-old children naively aspire to high level education as well as occupation. Especially the children of upper-middle class naturally aspire and expect to attain a social status higher than the average. But the opportunities to receive high level education and engage in high status occupations are apparently more limited for girls than for boys, simply because of the tradition in our society. On the other hand, the fathers of this group belong to the upper-middle class. Naturally the status level of the fathers' occupations are considerably higher than the occupational aspirations of this group. As the parents take the factors of sex as well as social class into consideration when they think of the occupations they want the children to engage in, the resultant aspirations they hold for their children are of the similar level with that of children's aspirations. The small discrepancies between the children's and parents' aspirations, and also between children's aspirations and expectations may suggest that their way of thinking is relatively objective and/or sound, or has to be so regarding the selection of occupation, just as the small discrepancy between peer and self-ratings suggested the same feature of this group.

The Coping Style and Attitude of this group show no special characteristics when measured by Social Attitudes Inventory and Story Completion test. Among the four categories of Social Attitudes, Active Coping and Active-Defensive were the only categories where the effects of two or more conditions were significant. In this group, however, the effects of age, social class and sex negated one another. In the Sentence Completion test, significant differences by age, social class and sex were found in many items. All of them but a few exceptions were of the same patterns as mentioned above. In this group, therefore, the effect of the first one often negates those of the latter two. This is why the group had relatively high scores in many items, yet the scores were not high enough to show significant differences. In the three items where significant difference was observed, age had no effect or had the reverse pattern as shown in Total Attitude. As described in the section of Group One, the upper-middle class families may provide better education than the upper-lower class regarding the socially accepted style and attitude of coping, girls may be more susceptible to this kind of social norms than boys, and the younger in age may not have attained them as much as the older children. That is why these factors were combined in the above manner in this group, which resulted to give few characteristics to this group in regard to their coping style and attitude.

TOKYO FOURTEEN-YEAR-OLD UPPER-LOWER CLASS MALES

Aptitude and Achievement

This group was ranked sixth of the eight groups in the Raven Progressive Matrix, and third of the same-age groups in Mathematics test, and fourth of the same-age groups in Reading test and the Grade Point Average. These ranks were all significant. Thus, the group was poor both in Aptitude and Achievement.

Peer Behavior Rating Scales

In Academic Task Achievement the group was ranked seventh of the eight groups, which was significant. In all other items, no significant difference was found.

Self-Behavior Rating Scales

This group showed a significant difference only in the following items: Interpersonal Relations with Authority, where they received the eighth rank; Nonacademic Task Achievement, the seventh; and the Summary Score, the sixth rank.

Occupational Values

The values which the children of this group evaluated significantly higher were Independence and Associates; in both values they were ranked third of the eight groups. On the other hand, there was no value which they evaluated significantly lower. The Total Score of Intrinsic Values and that of Extrinsic Values were respectively ranked third and sixth, but these scores of four groups, Group Three through Group Six, were so close to the respective mean scores (and needless to say no significant difference existed) that it cannot be asserted that the group, in comparison with other groups, more emphasized either Intrinsic or Extrinsic Values. Creativity was their most frequently chosen value, while Esthetics was the least frequently chosen.

Occupational Interest Inventory

The Occupational Aspiration and Expectation of this group were both ranked in the middle of the eight groups, and no significant difference was found from the matched group. Their Educational Aspiration was rather low and the rank was the sixth; the differences from three upper groups were significant. As a rule, children are more realistic in their expectations than their aspirations, and consequently they expected to attain occupations of lower status than what they aspired to. The discrepancy between the two variables, however, was the largest in this group among the eight groups. Not only was it the largest, but the discrepancies between their aspirations and the level of their fathers' present occupations, and between their aspirations and those their fathers held for their children were also the largest in the eight groups. They were significantly different from some other groups in all these discrepancy scores. This indicates that this group had very high aspirations regarding their future occupations. In this case, however, it is necessary to keep in mind that the level of their fathers' present occupations is rather low.

Social Attitudes Inventory

This group had no significant difference from the paired group in any category of this instrument. From these sample scores, however, it could be suspected that the boys in this group tended to be relatively active.

Sentence Completion

In the area of Task Achievement, a significant difference was observed only in Attitude where this group was ranked lowest among the eight groups. In the area of Authority, the group was ranked seventh in Attitude, second in Engagement, and lowest in Positive Affect. These scores were all significant. As for Summary Score, the group was ranked lowest in Attitude with a significant difference. In any other dimensions and areas as well as in their interaction with parents, no significant difference was found.

The Reality/Fantasy Achievement Discrepancy score was the greatest "negative" discrepancy of all eight groups. That is, these boys, more than any other group, overestimated their actual achievement in their fantasy achievement. This group's mean discrepancy was significantly different from those of other extreme groups.

Story Completion

On the Coping Effectiveness ratings, these boys stood first on Story Five (Anxiety), but did not differ on other stories. On the Coping Style dimensions they were second highest on "Affect Tone 1st" (affect expressed in conjunction with the problem).

Interpretive Comments

As for intelligence and academic achievement, this group was especially poor. Their inferiority is partly caused by their native and/or environmental handicap. Another reason for it is that the effects of three demographic conditions negate one another and make it difficult for the group to attain outstanding character. Let us try to consider the relationship between their inferiority and educational aspiration. Quite contrary to the upper-middle class boys for whom getting into those institutions with reputation and highest academic level is indispensable for their future success, the boys of this group have far less aspiration to a well-reputed academic career. As for educational aspiration, the condition of sex had a favorable effect to this group while social class, Age x SES, and SES x Sex respectively had an unfavorable effect. Therefore, the boys of this group make much less effort in their preparatory studies for the entrance to an upper-secondary school. As one of its results, their scores of intelligence test and achievement tests are poor. This may be one of the most decisive aspects of the social class effect in Japan. The inferiority of the group thus affected was most explicitly shown in intellectual areas, and therefore, not necessarily, resulted in lowering the scores in other areas. In fact, though their scores of Peer BRS were low, no significant difference was observed except in Academic Task Achievement. In this connection, the effect of age on academic achievement may be commented. The hard preparatory training given to the fourteen-year-olds for the entrance examinations to a well-reputed upper secondary school is not, in fact, as much given to the ten-year-olds at their homes. This is an aspect of the effect by age.

The reason why this group's scores of Intrinsic Values and Extrinsic ones were both close to the respective sample mean score is that sex difference has very little effect on these scores and that age and social class have the effects of about the same strength, yet of mutually contradictory directions. A similar tendency was also observed in each value, and therefore no definite conclusion was obtained from these data.

The Occupational Aspiration and Expectation of the group were ranked in the middle of the eight groups, and it is because the effect of social class here again contradicts those of age and sex. The characteristics of this group, as already pointed out, were found in the wider discrepancies between the boys' occupational aspirations and their expectations, between their aspirations and fathers' present occupations, and between the boys' aspirations and what their parents aspired to for the boys. Since their fathers' social status was low, the boys, out of dissatisfaction, strongly aspired to an occupation of higher status; on the contrary, in view of their social status, ability and academic achievement, they cannot expect to secure jobs of higher status in reality; their fathers also think the same way. Thus it may be inferred that such a large degree of discrepancies as mentioned above are basically affected by social status. In fact, in the discrepancies between the child's aspiration and the father's occupation, and between the child's aspiration and the aspiration the father held for the child, differences by social status were significant, and also the effect of age ($10 < 14$) and that of sex ($M > F$) were added. The effects of these facors, combined together, made the above discrepancies the largest in this group. With regard to the discrepancy between the child's aspiration and his or her expectation, the ANOVA showed that only the sex difference was significant. Among the boys, however, the upper-lower class boys showed a considerably larger discrepancy than the upper-middle class ones, which proves the above hypothesis. The discrepancy between the child's occupational aspiration and the one which the mother held for the child was small in many groups, and no difference was found significant between any groups. This is perhaps because the upper-lower mothers are, like their children, not satisfied with the social status of their husbands' occupations, and therefore, the level of the occupational aspirations these mothers hold for their children becomes similar to that of children's.

In Sentence Completion test, the number of items where a significant difference was found was only five. But it is noteworthy that three out of the five were Attitude scores in Academic Task Achievement, Authority, and Score Total, and that the group was ranked seventh or eighth in all these three items. It is quite natural that they cannot be anything but poor copers when their attitude toward coping is inferior Among those three items, their inferiority in the Attitude toward Academic Task Achievement may be often caused by the weakness of their will to enter a school of higher grade as mentioned above, and by the lack of habit to cope positively with the study no matter whether they like it or not, the latter being a result of the former as well. The reason why they do not positively cope with the problem they have with a person representing authority is that the boys in, or close to, adolescence are, in general, less obedient to authority and that the boys of lower social class are rebellious. Another reason for it may perhaps be the lack of authority on the part of adults belonging to this social class and also the authoritarian attitude they nevertheless try to assume.

In Story Completion test, there were again only two items where the group showed a significant difference. In these items they occupied a high rank. In addition, the interactive effect of Age x Sex was frequently noticed, which may be explained with this group in the following way. That is, the girls more actively acquire social norms than the boys at the lower secondary school level, while the boys lose such an obedient attitude as they grow into that level. The girls at that level are more matured than the boys of the same age, and therefore, tend to accept social norms more easily or at least know them as such more, and write them in the stories. Further, as described later with Group Six more in detail, the girls are, on an average, more capable of composition than the boys, with a significant difference at the 0.1 level in Reading test, and the difference may have naturally reflected on the scores of completions of this test. This point must be further investigated with the reference to correlation between the results of this instrument and those of the Reading test as well as some other data, and through which the validity of this instrument must be thoroughly examined.

TOKYO FOURTEEN-YEAR-OLD UPPER-LOWER CLASS FEMALES

Aptitude and Achievement

This group stood third in Reading and Grade Point Average, fourth in Mathematics and Raven Progressive Matrix test among the same-age groups. Among the eight groups, they occupied the seventh rank in Raven Progressive Matrix test. Of all these scores, the differences from two high-score groups of the same age, both of which are upper-middle class groups, look to be significant. In this respect, this group was quite similar to Group Five.

Peer Behavior Rating Scales

The sample scores placed the group at the seventh rank among the eight groups, and the lowest among the fourteen-year-old groups in all scales except that of Academic Task Achievement. The scores of Scale 3 (Authority), Scale 4 (Interpersonal Relations with Peers), Scale 7 (Aggression) and Summary Score were significant. On the whole they are low ranked among our sample. Their poor scores in the scales of Non-academic Task Achievement and Anxiety deserve special attention, as they were rated lower than Group Five, the fourteen-year-old, upper-lower class boys, when girls' groups generally received in these scales higher ratings than their counterparts of the boys, though the difference was nonsignificant. These girls may have just looked ordinary to their friends' eyes, without having any outstanding feature.

Self-Behavior Rating Scales

They were ranked lowest in the scales of Academic Task Achievement, Anxiety, Self-Assertion, Aggression, and seventh in Summary Score. The difference was significant in all these scales. These findings show that these girls have strong feeling of inferiority. When compared with the results of Peer BRS, they also indicated that the self-ratings were lower than the peer ratings which were themselves very low. The only scales where they rated themselves a bit higher than their peers were the scales of Interpersonal Relations with Peers, and with Adults. But the difference was not significant. If this tendency really exists, it may be due to the abundant experience in this area and the consequent confidence they attained, as they have been brought up in the low-class environment where the interpersonal relations are close and entangled. On the whole, however, they are lacking in self-confidence and consequently rather modest in their behaviors.

Occupational Values

This group stood first of the eight groups in their evaluations of Security, Surroundings and Associates, and second in Self-Satisfaction. The difference was significant in all these values. That is, they have the tendencey to look for the kind of jobs which can be done in better physical surroundings with good friends, and will guarantee their living. In addition, the work must provide them with self-satisfaction. Their choice of occupations reflected the chicken-hearted nature of woman. Even in comparison with Group Eight, the fourteen-year-old, upper-middle class girls, the tendency of this group to choose the above occupational values was stronger. On the other hand, they stood lowest in their concerns with Creativity and Following Father, and seventh in Success and Prestige. Their scores of these values were all significant. That is, these girls were less concerned with the values which boys evaluated highly. In view of the fact that Creativity can also be considered a wealth-related value as explained in a previous section, then it follows that, relatively speaking, these girls do not want very much or do not have the nerve to want worldly success and wealthy living. These findings give them the appearance similar to Group Eight, the fourteen-year-old, upper-middle girls. It is natural that they are ranked lowest in the value Follow Father, as girls are interested in the occupations different from those of fathers, who are male. They were ranked fifth in the Total Score of Intrinsic Values and fourth in Extrinsic Values. These scores were close to the respective mean scores, but nonsignificant. Perhaps, in comparison with other groups, this group does not put any special emphasis either on Intrinsic or Extrinsic values. The most frequently chosen value by this group (compared to the other values) was that of Surroundings, followed by Self-Satisfaction, Intellectual Stimulation, Associates, and Altruism. The least frequently chosen were Follow Father, Esthetics and Management.

Occupational Interest Inventory

Their Aspiration level of future occupation was the lowest of all the eight groups, which was significant. It is near the middle of the six-point scale. Their Occupational Expectation was ranked seventh with a significant difference. It was set in the status level slightly lower than that of their aspiration, but the discrepancy between these two items was the smallest among the eight groups. The discrepancy between their aspiration and the status level of their father's occupation was ranked fourth. With a significant difference it was the smallest in the four groups of upper-lower class, though it was larger than any of the upper-middle class groups. The discrepancies, however, between their aspiration and the occupational aspiration their fathers held for them, and between the former and the aspiration their mothers held for them were not especially small, but not significant.

The sample mean score of this group's Educational Aspiration was the lowest among the eight groups with a significant difference, which means they want to receive as much as high school or junior college education. As long as they look at the reality and make an objective judgement, it is natural for them to aspire to the above stated level of education, just as they were realistic in their occupational aspiration.

Social Attitudes Inventory

This group significantly differed from some other groups only in the category of Total Active-Defensive where they stood seventh of the eight groups. Therefore, no definite conclusion can be made on this group.

Sentence Completion

This group was very much outstanding in their high scores in many items of this instrument, as well as in Story Completion described in the next section. That is, they held high ranks in all items of Task Achievement, though they showed no significant difference in this area. Their score of Negative Affect was the smallest in this area, which is also plausible. In the area of Interpersonal Relations, too, their scores on Stance and Engagement were both the highest and their Coping Effectiveness was the third highest. These three scores were significantly different from those of the matched low-score groups. In the area of Authority, their Stance and Coping Effectiveness scores were the largest with significant difference while their Attitude score toward Authority was small, though nonsignificant. In the area of Aggression, they stood in the middle, which was not significant. They had the similar ranks in the area of Anxiety as well. Therefore, the total scores by dimension also gave a desirable picture. That is, their total scores of Stance, Engagement, and Coping Effectiveness were the largest with significant difference while Frequency of Negative Affect was the seventh, though without significant difference. As for their interaction with their parents, however, they were significantly at the bottom on the Self-Image scale. That is, they believe their parents do not have favorable opinion of them.

The Relaity/Fantasy Achievement Discrepancy score for this group was the second largest "negative" discrepancy of all groups and the highest of all female groups. As with their male peers of the same age and social class, they overestimated their actual achievement to a larger degree. This mean score was significantly different from other extreme scores and may lessen the significance of their Sentence Completion results in the area of Task Achievement.

Story Completion

On the Coping Effectiveness ratings, these girls were second highest on Story Eight (Aggression), highest on Story One (Academic Task Achievement) and on Total Coping Effectiveness. They were lowest of all groups on Sociability. On the Coping Style dimensions, they differed only on "Affect Tone 1st" (affect in conjunction with the problem) where they received the highest score of all groups.

Interpretive Comments

This was the group with a unique feature. The contrast is sharp between their excellence revealed in Sentence Completion test and Story Completion test and their poorness shown in other instruments, especially in Peer BRS, Self-Ratings, and Occupational Interest Inventory. Their choice of occupational values suggests the modesty of their aspirations, which may be also considered an index of their inferiority. Needless to say, the discussion here is on the relative ranks among the eight groups, and the ranks don't show the intrinsic nature of the group. Therefore, the excellence or poorness stated above does not necessarily mean that all girls of the group are excellent or poor in the absolute sense. There could be a case when the rank order is greatly changed by the existence of a few deviated members. With this fact in mind when we further discuss the matter, it is still extremely difficult to clarify the reason of the above contraction. The results of the variance analysis are not as much useful here as for other groups. If we dare to try a speculation, it goes as follows. These girls belong to a poor, miserable class, and because of their age and sex, a fairly large number of them must have been sensitive to the experience of ignominy which is derived of their recognition that they are bound to a poor low class in the society. The patterns of behavior the intellectuals consider desirable are not much emphasized among the people of this class. People are forced to look at the reality objectively. Their coping behavior remains unrefined, and particularly women are to live in a limited amount of possibilities. Such experiences must have led the girls to the feeling of "being suppressed" in their social living, which, in turn, may have developed into their negative defensive attitude as we have seen in Behavior Rating Scales, and also their strong humility as seen in the Self-Ratings. Furthermore, their inferiority in attitude and task achievement must be partly affected by this feeling. When children are placed in such unfavorable environments as mentioned above, their abilities are never fully developed. People can understand the above speculation only if they will see the daily life of these girls. In extreme cases, their families can barely maintain their daily living. Though they don't have much ability in themselves, they don't maintain good family relationship either. They must find their own way by themselves in the midst of the hardship of reality while they know many of their classmates are fortunate enough to proceed to the schools of good reputation. Under such circumstances, it is rather impossible to ask them to show bright, positive expressions or attitudes toward other people. The girls of Group Two, though belonging to the same social class and sex, have not quite developed such psychological mechanisms yet, as they are younger and still have much time before they will embark on the real life. The boys of Group Five, though they belong to the same age and social class, may challenge their unfavorable circumstances, as long as they are the youth of spirit and capability, and in fact not a few boys in Tokyo are of that kind. These are the reasons why these two groups did not show the same characteristic as found in Group Six. Now, when the girls of Group Six meet a tester for the first time in their classroom and are given projective tests, they are glad to have the opportunity to let out their consciously or unconsciously held, accumulated and suppressed hopes, wishes, and dreams without having any person or situations in front of them which may directly regulate their flow-out. It may be considered a kind of substitute activity. In the responses to these tests, they must have projected the ideal type of behavior which they want to act or they think they should act. The responses to this kind of tests usually reflect, more or less, what the children consider "should be." If these girls, however, reflect an unusual amount of it in their responses, it may be due to the fact that these girls have well learned what the ideal coping should be, as they have been brought up in harsh environments and therefore become rather mature. Further, they might have reflected the ideal coping, because they are meek and obedient, and willing to accept the social norm in order to become fine persons.

Another speculation, though unfavorable to them, may also be possible. That is, these girls always spend their daily life among the people and classmates with the feeling of inferiority which develops into such a defensive attitude of life as "to be careful not to act wrong and be rebuked by other people." They well know that with their family background they cannot expect to have a high level of education. Being fourteen years old, they also know they have to think of their life realistically. Therefore, they have acquired the realistic way of handling affairs rather than aspiring to ideals and dreams. These two traits, "the defensive attitude of life" and "the adaptation to the reality as a way of life," are the characteristics of this group. That is, they have acquired the habit always to consider instinctively how to defend themselves. Because of this habit, they give an ideal type of responses to projective tests. For they know with instinct that it is "the safest," and most effective means of "not being considered bad by their teachers." This may be why they seemingly show good coping styles in projective tests in spite of their actual behaviors which show undersirable coping styles.

One ground of the above speculations is that they have not shown in Sentence Completion test much superior scores in the areas of Aggression and Anxiety, quite different from three other areas. The reason is considered that they are given some kind of suppression due to the nature of the questions in this area as they are in their daily situation. As this is a highly intricate problem, we consider it better not to make any further detailed speculation. If any of the above speculations are correct, however, then it follows that our projective methods have proven to be useful in identifying some psychological mechanisms of our sample. But, at the same time, the validity of our methods as the instruments of identifying their coping styles must be once again questioned, because we don't think they have reflected the coping styles of our subjects in their daily life.

TOKYO FOURTEEN-YEAR-OLD UPPER-MIDDLE CLASS MALES

Aptitude and Achievement

These boys showed relatively high scores among the eight groups both in Aptitude and Achievement. In the Raven test, they occupied the third rank among the eight groups. Among the four groups of the same age, this group was the first in Mathematics, and second in Reading and Grade Point Average. In all these items, the difference was significant.

Peer Behavior Rating Scales

On two of the items, IPR with Peers and Self-Assertion, this group was rated highest by their peers, which was significant. That is, these boys were rated as being good at getting along with their classmates and having an ability to realize their assertion to a proper degree, which is an indication of good social adjustment. Naturally such an attitude is also reflected on their good coping in the areas of Authority and Aggression, where these boys were rated second among the eight groups with significant differences.

Self-Behavior Rating Scales

These boys, who received relatively high scores in Peer BRS, showed contrastingly low scores throughout Self-Ratings. However, this is a matter of relativeness: for the ten-year-old children always gave higher scores in Self-Ratings than in Peer BRS, as mentioned above. Therefore, it should be borne in mind that the ranks of the fourteen-year-old groups here tended to be lower than in Peer BRS by the degree of the over-self-estimation of the ten-year-old. Keeping this fact in mind let us take a look at the results of this group. In the total score of Self-BRS, these boys were ranked lowest of the eight groups with significant difference. It means that these boys rated themselves "strictly or with higher standard." This can be interpreted that children increase their ability of self-criticism as they grow older. Their self-ratings were especially low in the areas of Academic Task Achievement, Nonacademic Task Achievement, and Authority, where they were ranked sixth, seventh, or eighth.

Occupational Values

As it is clear from the fact that they had the second highest Overall Score of Intrinsic Values which was significant and only next to Group Eight and the second lowest Overall Score of Extrinsic Values, which was also significant and only higher than Group Eight, the characteristics of this group is higher rating of Intrinsic Values just as in the case of Group Eight. Namely, these boys stood highest in Independence and Management, second in Variety, third in Self-Satisfaction, and eighth in Esthetics, the last one being also an intrinsic value and therefore an exception. On the other hand, they occupied the seventh in Security and the eighth in Surroundings, both being extrinsic values. The difference was found significant in all these values. The values rated highest by this group (compared to their rating of other values) were Self-Satisfaction and Independence; while those rated lowest were Esthetics and Follow Father.

Occupational Interest Inventory

This group was ranked first of the eight groups in Occupational Aspiration as well as in Occupational Expectation. That is, these boys wish to get jobs of high status in the future and they are also confident that they have good capacity for it. But the status level of the occupations these boys wished to get tend to be lower, though only slightly, than those of their fathers' occupation. In this item, the difference from the matched group was found significant. As for the discrepancy between the aspiration level of these boys and the level of aspiration their father or mother held for them, no significant difference was found and, therefore, nothing definite can be said about it.

As for their Educational Aspiration, this group was the highest of the eight groups, the difference being significant.

Social Attitudes Inventory

This group gave the highest score of all the eight groups in Active Coping, with a significant difference. As for Passive Coping, Active-Defensive and Passive-Defensive are concerned, there was no significant difference. Therefore, no definite conclusion can be drawn.

Sentence Completion

As far as total scores are concerned, a significant difference was observed only in Stance and Coping Effectiveness where the group was placed second highest, and in Frequency of Negative Affect where they were the lowest. On the other hand, this group stood highest among the eight groups in Frequency of Positive Affect and Frequency of Neutral Affect, though nonsignificant. These results reveal a general tendency that these boys responded to the situation with optimistic and constructive view and there was always a touch of cheerfulness in their way of thinking.

The following are the findings by area. First of all, in the area of Task Achievement this group occupied the highest place among the eight groups in Coping Effectiveness, with significant difference. In the area of Interpersonal Relations, they were the second in Coping Effectiveness and the lowest in Frequency of Negative Affect, both being significant. In the area of Authority, they were significantly at the highest in Engagement and the second in Stance. In the area of Aggression they were at the second in Stance and Coping Effectiveness, also significant. In the area of Anxiety, they were at the lowest in Frequency of Negative Affect and at the highest in Frequency of Neutral Affect, both being significant. They did not differ significantly from other groups on any of the Parent/Child Interaction items.

What was also noticeable in Task Achievement, however, was the low frequency of negative affects (seventh ranked). The Reality/Fantasy Achievement Discrepancy score for this group was rather small (third) lowest). They displayed a slight tendency to underestimate their actual achievement which may help to explain some of the inconsistent results of their Sentence Completion Task Achievement Scores.

Story Completion

On the Coping Effectiveness ratings, these boys were lowest of all groups on Story Eight (Aggression), Story Two (Father's Authority), Story One (Academic Task Achievement), and on the Total Coping Effectiveness score. They were second highest on Story Five (Anxiety). They received the highest score of all groups on Sociability, and the lowest score on Attitude Toward Authority (from Story Two). On the Coping Style dimensions they differed only on Stance where they received the lowest score.

Interpretive Comments

From the above description, it is possible to draw a picture of this group.

They take it for granted that they will advance to the universities in the future. The parents of these boys also expect that they natually enter universities and, in the end, they become important and leading figures in the various fields of the society. They are in a position where these goals are actually attainable, as they usually possess fairly high abilities. So to speak, they live on the sunny side of the street in the present-day Japan. Therefore, these boys are confident that they will be able to lead a relatively wealthy life in the future, such as their fathers are now enjoying. In order to realize such a life, however, it is required to obtain favorable "grades" in school at present. In Japan, high social status is directly related to successful entrance to high schools and graduation from high-level universities. Thus, the boys of this group are extremely more sensitive and nervous about "the grades" in school than those of other groups. At the same time, however, it is no overstatement to say that these boys in general have no other serious worries than the grades in school.

As shown in the results of Occupational Value test, these boys wish to make best use of their abilities in the society, managing work as well as directing people. For these boys, an occupation is a medium where they can fully realize their own will by using their own power, and not anything subject to circumstancial restrictions. Therefore, on the items such as "Security" or "Surroundings" these boys gave no consideration. Their attitude toward society is far from such passivity but more and more active. This was inferred from the fact that their desire to have occupations full of variety was stronger than the children of other groups.

These boys are generally care-free, cheerful and active in their behaviors, which is probably due to their favorable surroundings. When confronted with a problem, they never hesitate or become pessimistic. Their style of coping is usually very active and shows their positive attitude to deal with the problem. Such a cheerful positiveness is derived from their favorable environment where they were brought up.

The only thing hard to understand was their inferiority in Story Completion items which contradicted their general activeness in coping. The former apparently conflicts with other findings. If we may use the same method which we used earlier with the peculiar characteristic of Group Six, the conflict may be explained in the following manner. That is, these boys were perhaps most matured mentally among the eight groups. In addition, they are blessed with favorable living conditions. Therefore, contrary to Group Six, these boys may have evaded to project themselves as exemplary students, for they consider it childish. Some students must have given ironical completions or even pretended to be a rascal in their completion. There must have been some students, too, who had someone else of average kind in their mind and tried to make a short, objective description of him. These may be the reasons why the above results were obtained.

TOKYO FOURTEEN-YEAR-OLD UPPER-MIDDLE CLASS FEMALES

Aptitude and Achievement

These girls showed excellent results in both Aptitude and Achievement In the Raven Progressive Matrix test they were the second of the eight groups, with significant difference. Among the groups of the fourteen-year-old children, they had the highest score. As for Mathematics, these girls could not match the upper-middle class boys of Group Seven, although these girls exceeded both the upper-lower class boys and girls with significant differences. In Reading, this group was the highest of the four fourteen-year-old groups. Their GPA was the second following the ten-year-old upper-middle class girls, the highest among the four groups of the same age with significant differences from the two groups of the fourteen-year-old upper-lower class.

Peer Behavior Rating Scales

This group was the first of the eight groups in Academic Task Achievement with significant difference. Although without significant difference, these girls were ranked considerably high, second or third of the eight groups, on other items, showing relatively high reputation by their peers. Naturally, their Total Score of Peer BRS was also high, the second with significant difference.

Self-Behavior Rating Scales

The most outstanding point was that these girls scored very low and ranked seventh in Academic Task Achievement. The differences were especially large when compared with the four groups of ten-year-olds. As it was conceivable that the same circumstances with Group Seven existed with this group, it doesn't simply mean that they were absolutely low in this respect. Nevertheless, the above result is rather characteristic, if we remember that these girls received high ratings by their agemates, as mentioned before. In other words, these girls consider themselves "lazy" in spite of the reputation given by their agemates as "diligent workers". On other items as well, these girls scored generally low compared with the other seven groups, though without any significant difference.

Occupational Values

The characteristics of this group were that they placed great importance on intrinsic values. In the Intrinsic Overall Score this group was the highest of the eight groups, with significant differences. In the Extrinsic Overall Score, on the other hand, they were at the bottom of the eight groups, showing a significant difference.

This tendency to place importance on intrinsic values in the Occupational Value Inventory was also noticed in Group Seven. But this group differed from Group Seven in that these girls placed higher value on things static and internal among the various intrinsic values. For instance, these girls were the highest of the eight groups in Self-Satisfaction, Intellectual Stimulation, and Variety, and the second highest in Esthetics and Independence, always with significant difference. Their scores of Management and Creativity which are also intrinsic values are exceptions. The group occupied the lowest rank in the former and the seventh in the latter. On the other hand, they had low ranks in many extrinsic values. They were at the bottom in Success, Prestige and Economic Returns, and the seventh in Follow Father An exception was Associates where they were ranked second. As a natural consequence, the group occupied the highest rank in Intrinsic Overall Score and the lowest in Extrinsic Overall Score, which were both significant. These girls received the highest mean scores compared to their ranking of other values on Self-Satisfaction, Intellectual Stimulation and Surroundings. They received the lowest scores on Follow Father, followed by Management and Success.

Occupational Interest Inventory

The sample mean score of this group's Occupational Aspiration was the sixth among the eight groups. That is, the level of occupation the group aspired to was the third highest of the eight groups. However, the score difference was not significant and does not allow any generalization. Remembering that the girls' aspiration was generally lower than the boys' as shown in the variance analysis, the third place these girls occupied is relatively high for a girls' group. As a matter of fact, they were the highest of the four groups of girls. Also, on occupational expectation, these girls were the third of the eight groups with a significant difference and the highest of the four groups of the girls. When their Occupational Aspiration was compared with their father's occupation, it was characteristic of this group that the former was lower than the latter, which was significant. Their Educational Aspiration was ranked third of the eight groups. They aspired for the highest level of education among the four female groups. The difference from the fourteen-year-old, upper-lower boys was strongly significant.

Social Attitudes Inventory

With significant difference, the group stood second highest among the eight groups in Active Coping, and lowest in Passive Coping and Active-Defensive. These results suggest their "model student-like" nature.

Sentence Completion

When considered by the total scores, in which the group showed no significant difference, no special feature can be pointed out for this group. The same applies to the area of Task Achievement. As for Frequency of Negative Affect in this area, however, the group had the largest score, though nonsignificant. This figure of the sample shows that these girls dealt with the given tasks with sincere attitude, though they took those tasks not willingly but reluctantly. This is backed up by the fact that these girls stood next to the bottom of the eight groups on the dimension of Stance, though nonsignificant. As for Interpersonal Relations, this group stood highest of the eight groups in Coping Effectiveness, which was significant. It evidently shows that the girls in this group excelled in sociability and were different from the immature groups of ten-year-old upper-lower class children. As for their Coping with Authority, these girls were at the bottom in Attitude with significant difference, which implies that they did not have very favorable opinions toward teachers, policemen. Though nonsignificant, their Frequency of Negative Affect was the largest. Besides the above points, no other special feature was found. In the area of Aggression, their scores of Stance, Engagement, Coping Effectiveness and Frequency of Neutral Affect were significantly the largest among the eight groups and their Frequency of Negative Affect was also the smallest. These scores indicated that their response to the aggressive situations was very much desirable. The Frequency of Negative Affect was very large in the area of Anxiety, being the largest among the eight groups, with significant difference. This was quite different from the small frequency of the same affect in Aggression, and they seemingly contradict each other. Their Frequency of Neutral Affect was significantly the largest.

On the Parent/Child Interaction scales they also showed the highest score on the Interaction with Mother scale, which was significant. However, the Reality/Fantasy Achievement Discrepancy score for this group was the highest "positive" discrepancy of all groups and was significantly different from other groups. That is, this group of girls more than any other group vastly misrepresented and underestimated their actual achievement in their self-report as obtained from Sentence Completion data.

Story Completion

On the Coping Effectiveness ratings, these girls stood first on Story Eight (Aggression) and on Story Seven (Interpersonal Relations). They were third highest on Story Five (Anxiety), and second highest on Total Coping Effectiveness. They received the highest score of all groups on Attitude Toward Authority. On the Coping Style dimensions, they were highest on "Affect Tone 2nd" (in conjunction with outcome) and on Persistence.

Interpretative Comments

From the responses of these girls to the instruments already mentioned, the characteristics of this group can be portrayed as follows. In view of the effects of demographic variables, it may be natural that this group is considerably similar to Group Seven.

The girls of this group have been brought up in the homes of relatively high socioeconomic status. Therefore, their parents, who can afford wealthy living, hope to send their daughters to a university or a school of similar grade and for this reason they expect their daughters to study hard to obtain better grades while they are in lower secondary school. This is the essence of the social class factor, the effect of which has been ascertained through the variance analysis. In addition to this, these girls, who are more influenced by the above effect than the boys of the same age and social class (the effect of sex), are at the present moment devoted to their school tasks with earnest. Thus, they are rather active in coping with problems in general and not only just in study, though their degree of activity may depend on the situation. This attitude appears to be "hard workers" or sometimes "hunters after good marks" to the eyes of their classmates. At any rate, these girls, who perform school tasks with earnest, present good school results along with the upper-middle class boys, in spite of their humility derived from the three factors of age, social class and sex. It was matter of course that these girls stood high in Achievement scores and Non-Academic Task Achievement score of Peer BRS. In a word, they are typical "excellent students."

Owing to the favorable conditions of their homes, these girls are not under the urgent necessity of finding employment to make living, even after they have graduated from university. If they should find employment, they do so not for the sake of living but for the purpose of improving their personality and seeking self-satisfaction. Therefore, these girls hate to be tied to their office just for the sake of money. Their criterion in choosing a job is based on impulse felt within themselves: that is to do their utmost in various kinds of work which they are fond of and which they can do with their good friends. It is not, however, a type of job the boys wish to have, such as to manage a company or to control society. These girls value a job from the point of view as to whether it suits their taste or gives them spiritual satisfaction rather than the external rewards or success in the society it may provide with.

The girls in this group are sensitive to personal relations, responding sharply to the feelings generated among them. They are also interested in keeping good relations with others. Accordingly these girls can get along with their parents and other representatives of authority and excel in coping with aggression and anxiety without being carried away by negative affect. Therefore, they are good at solving the problems of interpersonal relations. Their tendency to have negative affect easily at anxiety, however, shows the weakness of "spoiled" persons.

These results can be interpreted as the reflection of their view of life which values spirit and feelings higher than materialistic matters and money. The results are also due partly to the fact that the mothers of these girls in the upper-middle class of Japan try to educate their daughters to be "women of deep sympathy and warm heart" and do not necessarily wish them to be independent and economically wealthy women. These mothers wish that their daughters will meet good husbands in the future, make wives of happy homes, and enjoy economically wealthy life. Such an expectation of the mothers and the society in general is also considered a constituent of social class factor helping to form a coping style of these daughters of comparatively high social class.

The high ranks of this group in Story Completion Test in contrast with the low ranks of Group Seven, who belong to the same age and social class,may be effected by the following reasons. That is, as they are girls, they do not have so objective viewpoint, nor bold expression as the boys of Group Seven. On the other hand, they write up neat and detailed stories, because of their "model student-like" nature.

ANOVA OF MEANS:
JAPANESE SAMPLE DIFFERENCES BY AGE, SOCIOECONOMIC STATUS, AND SEX

APTITUDE AND ACHIEVEMENT

Age

No systematic age differences appeared in the Raven Aptitude and Achievement scores, which is exactly the way it should be since they are standardized within the age groups. There were, however, certain significant interaction effects between age and sex in the Raven scores and Grade Point Averages. That is, with respect to GPA, though at both age levels the girls excelled the boys, this difference in favor of the girls was much greater in the ten-year-old sample than in the fourteen-year-old sample. This pattern implies that the process of intellectual growth differs from boys to girls. On the Raven, at age ten, the females excelled the males, while at age fourteen the males excelled the females.

Socioeconomic Status

Upper-middle class children uniformly excelled the upper-lower class children in all of the scores: the Raven score, Mathematics Achievement score, Reading Achievement score and Grade Point Average. This result is derived mainly from the fact that upper-middle class in general is highly interested in intelligence and scholarship of the children, and that the environmental conditions of this class are also desirable for the improvement of children's abilities.

Sex

On the Raven, the Reading Achievement score, and Grade Point Average, the females received higher scores than the males. As mentioned earlier, the results of the Raven test and Grade Point Average can be interpreted that sex difference exists in the process of intellectual growth. Those results of the Reading Achievement test may show the difference of interest between boys and girls in linguistic matters.

PEER BEHAVIOR RATING SCALES

Age

Because of rating within each of the age groups, the mean score of the ten-year-old and that of the fourteen-year-old should be equal on every item, if the sampling has been successfully conducted. Based on this assumption, the higher score of the fourteen-year-old students on Item 1, Academic Task Achievement, would prove the partiality of sampling. In other words, with regard to Academic Task Achievement, sampling has been so conducted as to include a larger part of the excellent students in the fourteen-year-old sample than in the ten-year-old sample.

Interaction effects beween age and sex appeared on all of the items. On the first item (Academic Task Achievement) and the fifth item (Anxiety) the females received higher scores than the males at both age levels, but these differences in favor of the females were significantly greater among the ten-year-olds than among the fourteen-year-olds. For Item 2, dealing with Nonacademic Task Achievement, at age ten the females excelled the males; while by age fourteen any sex difference completely disappeared. As for the remaining items, however, there was a general tendency for the girls to be superior to the boys at age ten, while at the age of fourteen the males were superior. That is to say, at the ten-year-old level, there was a superiority of the girls over the boys in Authority, Coping with Anxiety, Self-Assertion, Coping with Aggressive Behavior, and the Summary Score. At the fourteen-year-old level, on the other hand, the boys caught up with or excelled the girls. The same tendency was noticed in the Raven score and GPA, as discussed earlier, showing a sex difference in the process of emotional development of the children.

One interaction effect between age and socioeconomic status appeared on the Item 2, Nonacademic Task Achievement. That is, there was a general superiority of the upper-middle class children at both age levels; however, this superiority of the upper-middle class was significantly greater among ten-year-olds than among fourteen-year-olds. The result of Nonacademic Task Achievement revealed that well-organized environmental conditions are the important factors in raising aspiration and capacity for nonacademic tasks. The influences of such environmental conditions were particularly strong at the ten-year-old level.

Socioeconomic Status

On all of the items there was a general tendency for the upper-middle class children to excel the upper-lower class children. This was, as in the case of intelligence and academic achievements, due to the higher educational interest and better environmental conditions of the upper-middle class.

One interaction effect between socioeconomic status and sex appeared on the Item 6, Self-Assertion. Status differences were not so conspicuous on the part of the girls but for the boys there was a great deal of status differences, showing that the upper-middle class children were more self-assertive than the upper-lower class children. This tendency may reflect the different expectations each class holds towards their boys and girls respectively. Looking at this interaction in another way, it may be said that among the upper-lower class children, the females excelled the males; while in the upper-middle class, the males excelled the females.

Sex

Sex differences appeared on the Items 1, 2, and 5 and the BRS Summary Score, in which the girls exceeded the boys in reputation on

Academic Task Achievement, Nonacademic Task Achievement, and Coping with Anxiety. A general superiority of the girls over the boys in Task Achievement, whether it is Academic or Nonacademic, honestly reflects the characteristics of the girls to apply themselves to a given task with with diligence and earnest.

Superiority of the girls over the boys in coping with anxiety may indicate that the girls are more emotionally stable than the boys at the ages included in this study.

SELF-BEHAVIOR RATING SCALES

Age

There was a noticeable age difference in self-evaluation which was consistently found throughout the self-ratings. As the children grow older from the age of ten to fourteen, they tended to rate themselves lower. Based on the results of Peer BRS, the ten-year-old children, more or less, overestimated themselves on all of the items, whereas the fourteen-year-old children overestimated themselves only on Item 4, Interpersonal Relations. On Item 1, Academic Task Achievement, Item 5, Coping with Anxiety, and Item 6, Self-Assertion, on the contrary, the fourteen-year-olds showed a tendency of underestimation. On Interpersonal Relations, both the ten-year-old and fourteen-year-old children overestimated themselves to a considerable degree, showing that these children were more concerned with the unfavorable opinions about them by their classmates than those by their teachers, the failure of their self-assertion, or the occasions when something had gone wrong with them.

On Item 1 and Item 5, there were significant interaction effects between age and socioeconomic status.

In the case of Item 1, there was a considerable age difference among the upper-middle class children. On Academic Task Achievement, there was a general tendency of overestimation at the age of ten and of underestimation at the age of fourteen, which appears particularly strong among the upper-middle class children. Above all, the fourteen-year-old upper-middle class children tended to underestimate themselves most. This was probably due to the fact that pressure on academic achievement is particularly strong in the upper-middle class of Japan, compelling these fourteen-year-old children to study hard for the entrance examination to high school. They feel they must work harder but simultaneously they are worried about the slow pace of their actual study. As a result they underestimate themselves extremely low. Looking at this interaction in another way, it may be said that upper-middle class children in both age groups received higher self-ratings than did upper-lower class children; however, this higher rating by the middle-class is significantly larger among ten-year-olds than among fourteen-year-olds.

The result on Item 5 reveals a significant Age x SES interaction. With the upper-lower class children, the scores of the fourteen-year-old children were particularly low. Taking it into consideration that both ten- and fourteen-year-old children of upper-lower class gave low scores in Peer BRS, it may be concluded that the upper-lower class children in general cannot properly cope with anxiety but at the age of ten they are not yet aware of this fact. Looking at this interaction in another way, it may be said that among the ten-year-olds, the upper-lower class children received the higher scores on Coping with Anxiety; while among the fourteen-year-olds, the upper-middle class children excelled.

Socioeconomic Status

There were differences by socioeconomic status on Items 1, 6 and the Total Score of Self-BRS. That the upper-middle class children tended to overestimate themselves on Item 1, Academic Task Achievement and 6, Self Assertion, implies that, together with the fact that there were differences by socioeconomic status on both items in Peer BRS, these upper-middle class children not only excelled in these areas but also their confidence in them was especially strong.

Sex

No sex difference can be found on any of the items. Taking into consideration that there were sex differences on the several items in Peer BRS, the following conjecture is made possible: although there are sex differences in the characteristics of actual behaviors, they did not show up in self-ratings because the children rated themselves based on the average characteristics of their own sex.

OCCUPATIONAL VALUES

Age

On Independence, Self-Satisfaction, Associates, and Variety the scores of the fourteen-year-old children were higher than those of the ten-year-old children, while the latter scored higher than the former on Success, Creativity, Prestige, Economic Returns, and Follow Father. The items, mentioned earlier, were all classified as intrinsic values with the only exception of "Associates." The fourteen-year-old children again gave a higher score with significant difference on the Total Score of Intrinsic Occupational Values including other intrinsic values as well. The above-mentioned values in which the ten-year-old children scored higher are all extrinsic ones except Creativity. In the Total Score of Extrinsic Occupational Values, including other extrinsic values, these ten-year-old children were again higher with significant differences. The result shows that at the age of ten, an occupation is judged by its exterior characteristics, whereas at the age of fourteen occupational values are decided by intrinsic characteristics of the occupation, such as whether it is easy for them to handle, whether it brings them pleasure, etc. In other words, there is maturity and development in their evaluation of occupations.

On "Altruism" and "Independence" there are certain interaction effects between age and socioeconomic status, with considerable age differences appearing among the upper-middle class children. These children, as they grow older from ten to fourteen, no more value Altruism highly and instead they begin to give a high value on Independence. In the case of the upper-lower class children this tendency was not so conspicuous. This is probably because the children of the upper-middle class are required to have more realistic and firm ways of thinking and get rid of the childish and mild thinking they cherished at the age ten, while the upper-lower class children are not forced to change their way of thinking when they reach a certain stage of age. Looking at these interactions in another way, for Altruism, among ten-year-old children the upper-middle class children received the higher scores, while by age fourteen the upper-lower class received the higher score. For Independence, among ten-year-olds, the upper-lower class received the higher scores, while by age fourteen the upper-middle class received the higher scores.

There were certain Age x Sex interaction effects on Management, Self-Satisfaction, and Security. That is, as the children grow from ten to fourteen, the boys begin to lay importance on Management and the girls on Self-Satisfaction and Security. This is due to the fact that the children become more aware of their own sex as they grow older and consequently they develop their views of occupational values proper for male or female. Looking at these interactions separately one may observe, in the case of Management, that the males chose the value more frequently at both age levels; however, this difference in favor of the males was significantly greater among fourteen-year-olds than among ten-year-olds. With Self-Satisfaction and Security, among the ten-year-olds, the males received the higher scores while among fourteen-year-olds the females received the higher scores.

Socioeconomic Status

The upper-middle class children gave higher scores on Independence, Intellectual Stimulation, Variety, and the Total Score of Intrinsic Values, while the upper-lower class children were higher on Security, Surroundings, and Total Score of Extrinsic Values. The former items are, so to speak, "luxurious" demands, whereas the latter items are "minimum" ones. For the upper-middle class children it is a natural assumption that their future occupation will satisfy such minimum qualifications as security and surroundings. What is important for them, therefore, is something to add to these basic qualifications, like independence, intellectual stimulation, and variety. The upper-lower class children, on the other hand, are concerned whether their future occupation will satisfy the minimum qualifications. Thus, these children have, indeed, no margin to focus their interests on other qualifications such as "Independence," etc.

There were certain interaction effects between socioeconomic status and sex, on Esthetics and Management, both revealing a noticeable and far greater sex difference among the upper-middle class children than among the upper-lower class children. In the upper-middle class the boys tended to lay importance on Management and neglect Esthetics, whereas such a tendency was reversed by the upper-middle class girls. The attitude of the upper-lower class children toward these values did not show such a clear sex difference, because the possibility for them to have jobs closely related to management and esthetics will be very much limited. On the other hand, it is quite possible for the upper-middle class boys to choose a job connected with management and for the girls, esthetics. Consequently these children find value in these items.

Sex

The boys were higher on Independence, Management, Creativity, Success, Follow Father, and Prestige, while on Altruism, Esthetics, Intellectual Stimulation, Security, Surroundings, and Associates the girls gave higher scores. This result reflects the Japanese society where there is sex difference in the choice of occupational activities. That the choice of occupational values differs from the boys to the girls is caused by the different images of the future occupations they hold in mind respectively. For instance, the boys expect, with high possibility, to get a job which guarantees independence, is connected with management, meets their creativity or a job to succeed their fathers'. They also expect to earn success in the society through such occupations. As for the girls, the choice is very limited except for such an occupation as guarantees security and comfort (Surroundings, Intellectual Stimulation, and Associates) or as is considered to be most feminine (Altruism, Esthetics)

OCCUPATIONAL INTEREST INVENTORY

Age

As the children grow older from ten to fourteen, they begin to have aspirations and expectations for jobs of higher ranks in the society. At the age ten, many of the children wish to have jobs of lower ranks than those of their fathers' actual jobs, while at the age fourteen most of the jobs the children wish to have are either equal in ranking to their fathers' or even of higher ranks. The same can be said when compared with the jobs their fathers expect of them to get. This result implies that the ten-year-old children who have not yet formed clear images of their future occupations choose such jobs as they just think of or they are fond of, whereas the fourteen-year-old children who have grown old enough to understand how each job is ranked in the society, begin to have comparatively realistic views of occupations.

There was an interaction effect between age and socioeconomic status on the discrepancy between the fathers' actual occupations and those the children hope to have in the future. The discrepancy between the level of the father's occupation and the child's own aspiration was greater for the upper-lower class at both age levels. However, the greater discrepancy of the upper-lower class was more accentuated among the ten-year-old sample than in the fourteen-year-old sample. Though aspirations of the upper-middle class children become closer to their father's actual occupations, the upper-lower class children strongly wished to have jobs of higher rank than their fathers', and so the discrepancy between the latter and the children's aspirations cannot be reduced.

Socioeconomic Status

It is the upper-middle class children that have aspirations and expectations to obtain jobs of higher ranks in the society. However, the occupations these children expect to have were either equal to or lower than what their fathers actually have. On the other hand, the occupations the upper-lower class children expect to have in the future are, in most cases, of higher ranks than those of their fathers'. When compared with the occupations the fathers expect of their children to have, the children's aspirations were generally lower in the case of the upper-middle class, whereas the aspirations of the upper-lower class children tended to be higher in many cases.

There were certain interaction effects between socioeconomic status and sex on children's expectations, discrepancy between the children's aspirations and expectations and discrepancy between children's aspirations and those their fathers hold for children. While the males had higher expectations than the females in both social classes, this difference in favor of the males was greater in the upper-middle class than in the upper-lower class. As for the two discrepancy scores, the upper-lower class boys showed particularly greater discrepancies. These boys estimated that their future occupations will be of lower rank than those which they wish to have, and moreover, their father may also expect them to get jobs of lower rank than what their children hope to have. Looking at these two interactions involving discrepancy scores in another way, it may be said that in the upper-lower class the males had the greater discrepancy scores in both cases; however, in the upper-middle class, the females had the greater discrepancy scores.

Sex

There were noticeable sex differences, reflecting the present-day Japanese society where the extent of participation in the society is largely decided by sex. For instance, the boys' aspirations and expectations to have occupation of higher rank were stronger than those of the girls. Moreover, the occupations which meet the boys' aspirations were of higher rank than what they expect themselves to have in the future, what their fathers actually have or what the fathers expect their children to have. This is a clear indication how high the achievement motivation is on the part of boys. That is, in all cases the discrepancy scores were greater for the males than for the females.

EDUCATIONAL ASPIRATION

Age

Certain interaction effects between age and socioeconomic status were noticed, although there was no age difference. As the children grow older from ten to fourteen, the difference by socioeconomic status becomes more apparent. For the upper-middle class children, the number of those who wished to advance to a school of higher grade increases, since they are eagerly requested to do so by their surrounding people, and also they know they can if they so wish. On the other hand, among the upper-lower class children the number of those who wish to go to a school of higher grade decreases, probably because some of them realize that they have to abandon a wish out of economic reasons. In other words, at both age levels the upper-middle class children had the greater educational aspirations, but by age fourteen this difference in favor of the upper-middle class was significantly larger than in the upper-lower class.

Socioeconomic Status

There was a tremendous difference by socioeconomic status. In the upper-middle class the fathers were mostly graduates from either universities or technical colleges under the old school system and there was little economic problem in sending their children to universities. On the other hand, in the upper-lower class the school careers of the fathers were generally low and many of them still think it better to have their children acquire vocational skills rather than proceed to the schools of higher level. In addition, there is sometimes an economic difficulty in sending their children to a school of higher grades. The big difference in the children's aspirations for education was derived from these various conditions.

There was also an interaction effect between socioeconomic status and sex, with a noticeable sex difference appearing especially in the upper-lower class. In the upper-lower class some people consider it not only unnecessary but harmful to give high education to the girls. This idea together with the economic difficulty prevents most of the upper-lower class girls from going to a school of higher grades. Thus, though Educational Aspiration was greater for males in both social classes, this difference was far greater in the upper-lower class than in the upper-middle class.

Sex

Those who wish to advance to a school of higher level were found in greater number among the boys. This is due to the fact that in present-day Japan school-background still plays an important role in the career life, though this tendency has been reduced. Thus the boys are obliged to become more serious about going to a school of higher level than the girls who consider marriage more important than to have a job. Therefore, the males had significantly higher Educational Aspiration levels.

SOCIAL ATTITUDES INVENTORY

Socioeconomic Status and Sex

There was a difference of socioeconomic status on Active Coping, which appeared more frequently on the part of upper-middle class children. This implies that the favorable conditions of materialistic wealth make it easier for these children to develop a positive coping style which requires various means.

There was more Active Coping and Active-Defensive behavior on the part of the boys, showing that the boys are generally more active. And for Active-Defensive there was interaction effect between socioeconomic status and sex. Males of both social classes gave more Active-Defensive responses than did females. However, the difference in favor of the males was larger in the upper-lower class than in the upper-middle class.

SENTENCE COMPLETION

Age

As the children grow older from ten to fourteen, their attitude toward authority and attitude in general becomes non-affirmative and interaction with their parents decreases, indicating a certain development of autonomy and independence. Negative Affect expressed in Coping with Aggression and Interpersonal Relations and the Total Score of Negative Affect in coping with every situation were both on the decline, indicating a mental growth of the children, which enabled them to control their emotions. As far as scores in Coping Effectiveness were concerned, the fourteen-year-old children were higher in coping with Aggression, coping with Authority, coping with Interpersonal Relations, Task Achievement, and total of all coping. This result may reveal either that the coping style becomes more realistic and effective as the children grow older or that they have grown old enough to know what kind of coping style they should write down in a test such as this. The fourteen-year-old children were again higher in Stance and in Engagement scores of coping with Authority, coping with Interpersonal Relations and coping with problems of Aggression, showing that the children became more positive and active as they grew older. The total scores for Stance and Engagement were also higher for the fourteen-year-old than for the ten-year-old sample. In addition, the Frequency of Neutral Affect was greater for the fourteen-year-old sample in the areas of Aggression, Interpersonal Relations, and Summary Score. The ten-year-old children apparently had a better self-image (perception of their parents' attitude toward them) than did the fourteen-year-old children. Also, the relationship with the mother was more positive among the fourteen-year-old sample, while the relationship with the father was more positive in the ten-year-old sample.

There were considerable interaction effects between age and socioeconomic status. At the age of ten, there was a noticeable difference of socioeconomic status, while at the age of fourteen this difference was small. The younger the children are, the stronger are the influences of their family upon them, implanting in them certain ways of thinking and attitude peculiar to each socioeconomic status. But as the children grow older, the socioeconomic difference of their thinking becomes less evident, for such family influences intermingle with one another and the children begin to form certain ways of thinking and attitude common to themselves through their school life. More specifically, in the area of Authority, there was a significant Age x SES interaction for both the Stance and the Engagement scale. For Stance, at age ten the upper-middle class subjects had the higher scores, while at age fourteen there was virtually no difference between the upper-lower and upper-middle class. For Engagement, in the ten-year-old sample the upper-middle class subjects had the higher score, while in the fourteen-year-old sample the upper-lower class had the higher scores. In the Stance Scale for Interpersonal Relations, again, among the ten-year-old sample, the upper-middle class had the higher scores; while among the fourteen-year-olds, the upper-lower class had the higher scores. The identical type of interaction was observed with the Summary Stance score.

There were certain interaction effects between age and sex on Authority, Engagement and also Negative Affect and Neutral Affect in coping with Anxiety. As the boys grew older, from ten to fourteen, they developed engagement in coping with Authority and their negative affect in coping with Anxiety began to disappear, while neutral affect appeared in its place. Thus, while at age ten the girls had higher scores than boys on Authority Engagement, by age fourteen the boys had the higher scores. With respect to negative affect expressed in conjunction with Anxiety situations, at age ten the males expressed somewhat more negative affect than the females; but at age fourteen the females expressed a great deal more negative affect than did the males. The situation was reversed for Frequency of Neutral Affect. These results reflect the difference between boys and girls in their process of growth as well as in social maturity.

Socioeconomic Status

The difference of socioeconomic status was seen particularly on the various dimensions of coping style in the situations of Aggression and in Interpersonal Relations, while there was no difference to be seen on the dimensions of Coping Style in Task Achievement and Anxiety. However there was a highly significant social class difference in the Reality/Fantasy Achievement Discrepancy score. That is, while upper-lower class children tended to rather vastly overestimate their actual achievement, the upper-middle class children tended to underestimate their actual achievement in their self-reports. On Coping with Authority, the difference of socioeconomic status was found only in Stance, where the upper-middle class children received the higher scores. As shown in these analyses, the influence of socioeconomic status was strong on the coping style of Interpersonal situations in its wider sense. That is, the upper-middle class children were more positive and active in coping with Aggression and in coping with Authority. At the same time, their coping with Aggression and Interpersonal Relations was pertinent and effective, indicating that the upper-middle class children were generally more concerned with Interpersonal Relations. In the Aggression area, the upper-middle class children received the higher scores on Stance, Engagement, and Coping Effectiveness, while in Interpersonal Relations, they received the higher scores on Coping Effectiveness and Frequency of Neutral Affect (and, correspondingly, lower scores on Frequency of Negative Affect). In addition to these results, the upper-middle class children were more positive in their attitude toward Task Achievement, showing that they perhaps cope with this type of situation with a comfortable margin in their mind. The upper-middle class children also had significantly higher Coping Effectiveness Summary Scores than did the upper-lower class children.

Finally, the upper-lower class children appeared to have a more positive interaction with their fathers than that of the upper-middle class children.

There were certain interaction effects between socioeconomic status and sex on Stance and Coping Effectiveness in coping with Authority, Engagement in coping with Anxiety, and Negative and Neutral Affect in coping with Task Achievement. Also, there were significant SES x Sex interactions in the Summary Scores for Stance and Coping Effectiveness.

In the upper-lower class, the girls obtained higher scores on Authority, Stance, and Coping Effectiveness, while in the upper-middle class, the boys received the higher scores. The identical interaction was observed for Engagement in the area of Anxiety problems. With respect to Frequency of Negative Affect in the area of Task Achievement, in the upper-lower class the males obtained the higher scores, while in the upper-middle class, the females received the higher scores. The interaction was the exact opposite for Frequency of Neutral Affect in in Task Achievement problems.

The superiority of the females in the upper-lower class, and of the males in the upper-middle class was again observed in the Summary Scores for Stance and for Coping Effectiveness. In addition, a significant interaction for Anxiety Engagement existed. In the upper-lower classes, the females received the higher scores, while in the upper-middle classes the males received the higher scores.

There were sex differences in very few dimensions. First of all, on Attitude, the girls showed a more positive attitude toward Task Achievement. However, there was a significant sex difference on the Reality/Fantasy Achievement Discrepancy mean scores. While the males tended to overestimate their actual achievement, the females tended to underestimate their actual achievement. As far as affect is concerned, greater frequency of both positive affect expressed in coping with Authority and that of negative affect expressed in coping with Anxiety problems was found on the part of girls, indicating that the girls are somewhat more emotional than the boys. Also, the girls apparently had a more positive relationship with both parents than did the boys. In addition, their relationship with their mother was more positive than is that of the boys.

STORY COMPLETION

As frequently pointed in the above description of the characteristics of each group, remarkable and fine regularities - 10 $<$ 14 and M $<$ F - were found when the age, social class and sex differences were analyzed on the data obtained by this instrument. Because of such regularities, one can hardly deny the impression that this instrument tested the abundance of images children could develop in response to the given situations when required to complete the stories, as well as their preciseness in describing them, rather than making the children project how they would behave in response to the given situations.

Age

On the Coping Effectiveness ratings, the fourteen-year-olds excelled the ten-year-olds on Story Five (Anxiety), Story Seven (Interpersonal Relations), and on Total Coping Effectiveness. The fourteen-year-olds also received higher scores than did the ten-year-olds on Sociability. On the Coping Style dimensions, the ten-year-olds excelled on Stance, but the fourteen-year-olds scored higher on Engagement, Implementation, "Affect Tone 1st" (associated with the problem), "Affect Tone 2nd" (associated with the outcome), and on Persistence.

On Coping Effectiveness, there were no significant Age x SES interactions. There were also none on the Coping Style dimensions. There were two significant Age x Sex interactions for Coping Effectiveness.

For Story Two (Father's Authority), at age ten the males received higher scores; while at age fourteen, the females scored higher. For Total Coping Effectiveness, at both age levels the females scored higher; however, this difference in favor of the females was significantly greater at the fourteen-year-old level than at the ten-year-old level.

For Sociability a significant Age x Sex interaction indicated that at age ten the females were higher in this area; whereas at age fourteen the males were higher. There was one Age x Sex interaction for the Coping Style dimension and that was for Stance. Here, at both age levels the females scored higher; however at age fourteen this difference in favor of the females was accentiated.

Socioeconomic Status

For Coping Effectiveness ratings, there were no social class differences. The middle-class scored higher than the lower class on Sociability. On the Coping Style dimensions, there were two significant class differences. For both Stance and "Affect Tone 1st" (affect in conjunction with the problem), the lower-class received the higher scores. There were no significant SES x Sex interactions.

Sex

On the Coping Effectiveness ratings, the females scored higher on Story Eight (Aggression), Story Ten (Mother's Authority), Story Four (Interpersonal Relations), Story One (Academic Task Achievement) and on the Total Coping Effectiveness score. The males scored higher on Story Five (Anxiety), the females received the higher scores on Attitude Toward Authority.

On the Coping Style dimensions, the females scored higher on Stance, Initiation, Implementation, "Affect Tone 2nd" (affect in conjunction with outcome) and on Persistence.

FIGURE 1

JAPAN - STAGE I

GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	1	2	3	4	5	6	7	8	9	10	11	12
JAPAN	RAVEN	MATH	READING	GPA	PEER BRS							
					#1 Task Ach. Academic	#2 Task Ach. Non-Academic	#3 Authority	#4 IPR Peers	#5 Not Upset	#6 Self Assertion	#7 Cope Aggression	Summary Score
10 UL M	8(-)45.45	8(-)45.52	8(-)44.97	8(-)44.76	8(-) .80	8(-) .81	8(-) .88	8(-) .89	8(-) .85	8(-) .86	8(-) .87	8(-) .85
F	49.20	5(-)47.87	48.89	49.56	1.05	1.04	1.01	1.00	1.02	1.13	1.03	1.03
UM M	51.15	3(+)53.12	51.37	51.74	1.14	1.10	1.07	2(+) 1.10	1.01	1.13	1.07	1.10
F	1(+)54.63	2(+)53.72	2(+)54.70	1(+)54.68	2(+) 1.24	1(+) 1.17	1(+) 1.16	1.09	1(+) 1.09	1.12	1(+) 1.09	1(+) 1.17
14 UL M	6(-)47.82	6(-)47.08	7(-)45.05	7(-)47.07	7(-) 1.02	1.02	.99	1.03	.98	1.00	1.00	1.02
F	7(-)46.49	7(-)46.90	6(-)46.71	6(-)47.81	1.03	1.01	7(-) .94	7(-) .96	.96	.99	7(-) .93	7(-) .99
UM M	3(+)52.55	1(+)53.78	3(+)53.35	3(+)52.16	1.22	1.08	2(+) 1.13	1(+) 1.11	1.03	1(+) 1.15	2(+) 1.09	1.14
F	2(+)53.46	4(+)52.33	1(+)54.87	2(+)53.01	1(+) 1.26	1.10	1.09	1.10	1.08	1.13	1.07	2(+) 1.14
AGE					10 < 14							
SES	L< M	L< M	L< M	L< M	L< M	L< M	L< M	L< M	L< M	L< M	L< M	L< M
SEX	M< F		M< F	M< F	M< F	M< F			M< F			M< F
AGE-SES						10L ≪ 10M 14L < 14M						
AGE-SEX	10M < 10F 14M > 14F			10M ≪ 10F 14M < 14F	10M ≪ 10F 14M < 14F	10M < 10F 14M = 14F	10M < 10F 14M > 14F	10M < 10F 14M > 14F	10M ≪ 10F 14M < 14F	10M < 10F 14M > 14F	10M < 10F 14M > 14F	10M < 10F 14M > 14F
SES-SEX										LM < LF MM > MF		

VARIABLES	13	14	15	16	17	18	19	20
JAPAN	SELF-RATING BRS							
	#1 Task Ach. Academic	#2 Task Ach. Non-Academic	#3 Authority	#4 IPR Peers	#5 Not Upset	#6 Self Assertion	#7 Cope Aggression	Summary Score
10 UL M	1.00	1.28	2(+) 1.47	1.55	1.09	1.19	1.25	1.33
F	3(+) 1.11	2(+) 1.47	1(+) 1.48	1.65	1(+) 1.29	1.17	1.41	3(+) 1.43
UM M	1(+) 1.42	1(+) 1.60	1.43	1.68	1.17	1(+) 1.38	1(+) 1.46	1(+) 1.53
F	2(+) 1.29	1.47	1.43	1.62	1.07	1.19	1.34	2(+) 1.45
14 UL M	.80	7(-) 1.14	8(-) 1.08	1.53	.85	.99	1.19	6(-) 1.14
F	8(-) .69	1.18	1.19	1.49	8(-) .81	8(-) .91	8(-) 1.05	7(-) 1.14
UM M	6(-) .80	8(-) 1.11	7(-) 1.13	1.49	1.01	1.06	1.16	8(-) 1.13
F	7(-) .80	1.18	1.22	1.46	1.08	1.10	1.17	1.17
AGE	10 > 14	10 > 14	10 > 14	10 > 14	10 > 14	10 > 14	10 > 14	10 > 14
SES	L< M					L< M		L< M
SEX								
AGE-SES	10L ≪ 10M 14L < 14M				10L > 10M 14L < 14M			
AGE-SEX								
SES-SEX								

FIGURE 1
JAPAN - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES JAPAN	21	22	23	24	25	26	27	28	29
	OCCUPATIONAL VALUES								
	Altruism	Esthetics	Independence	Management	Success and Accomplishment	Self-Satisfaction	Intellectual Stimulation	Creativity	Security
10 UL M	8(-) 7.85	3.44	6(-) 7.16	5.95	1(+) 7.48	7(-) 7.61	8(-) 7.86	1(+) 9.97	6.49
F	8.53	4.70	7(-) 6.89	5.64	7.12	8(-) 7.33	8.87	8.11	2(+) 7.31
UM M	8.20	7(-) 3.22	7.30	2(+) 6.16	2(+) 7.21	7.92	9.21	2(+) 9.67	6.38
F	1(+) 9.34	1(+) 6.66	8(-) 6.69	7(-) 4.76	6.54	6(-) 7.75	9.13	8.20	8(-) 5.34
14 UL M	7.88	3.87	3(+) 8.43	5.93	6.09	8.99	8.48	9.17	6.68
F	9.09	4.56	7.49	4.88	7(-) 5.31	2(+) 9.87	9.16	8(-) 6.82	1(+) 7.90
UM M	8.13	8(-) 2.51	1(+) 9.10	1(+) 6.52	6.58	3(+) 9.63	8.90	8.55	7(-) 5.46
F	8.10	2(+) 5.95	2(+) 9.08	8(-) 4.06	8(-) 4.49	1(+) 9.98	1(+) 9.76	7(-) 7.34	6.77
AGE			10< 14		10 >14	10< 14		10 >14	
SES			L< M				L< M		L >M
SEX	M< F	M< F	M >F	M >F	M >F		M< F	M >F	M< F
AGE-SES	10L < 10M 14L >14M		10L >10M 14L< 14M						
AGE-SEX				10M >10F 14M ≫14F		10M >10F 14M< 14F			10M >10F 14M< 14F
SES-SEX		LM< LF MM ≪MF		LM >LF MM ≫MF					

VARIABLES JAPAN	30	31	32	33	34	35	36	37
	OCCUPATIONAL VALUES (Continued)							
	Prestige	Economic Returns	Surroundings	Associates	Variety	Follow Father	Intrinsic OV Score	Extrinsic OV Score
10 UL M	1(+) 8.11	5.91	8.29	7(-) 6.84	8(-) 5.77	1(+) 6.32	8(-) 6.95	1(+) 7.06
F	6.87	1(+) 6.07	2(+) 9.64	7.89	7(-) 5.98	4.05	7(-) 7.01	2(+) 6.99
UM M	6.81	5.73	7(-) 7.74	8(-) 6.67	6.83	2(+) 5.95	7.32	6.64
F	2(+) 7.40	5.66	9.33	6(-) 7.08	6.23	4.89	7.35	6.61
14 UL M	5.89	5.72	8.57	3(+) 8.73	6.56	4.01	7.42	6.53
F	7(-) 5.36	5.45	1(+)10.21	1(+) 9.16	6.80	8(-) 2.94	7.34	6.62
UM M	6.04	5.82	8(-) 7.49	8.08	2(+) 7.45	4.74	2(+) 7.60	7(-) 6.32
F	8(-) 5.33	8(-) 4.58	9.20	2(+) 9.09	1(+) 7.56	7(-) 3.71	1(+) 7.73	8(-) 6.17
AGE	10 >14	10 >14		10< 14	10< 14	10 >14	10< 14	10 >14
SES			L >M		L< M		L< M	L >M
SEX	M >F		M< F	M< F		M >F		
AGE-SES								
AGE-SEX								
SES-SEX								

FIGURE 1

JAPAN - STAGE I

GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES JAPAN	38*	39*	40	41	42	43	109	44	45	46	47
	OCCUPATIONAL INTEREST INVENTORY							SOCIAL ATTITUDES INVENTORY TOTALS			
	Child Aspiration	Expectation	Expectation-Aspiration	Father Occ. -Aspiration	Father Asp. -Aspiration	Mother Asp. -Aspiration	Child Edu. Aspiration	Active Coping	Passive Coping	Active Defensive	Passive Defensive
10 UL M	2.48	3(+) 3.12	2(+) 6.59	2(+) 7.63	6.48	6.08	1.83	7(-) 4.83	1(+) 3.86	1(+) 1.82	2.52
F	2(+) 3.24	1(+) 3.47	6.25	3(+) 6.97	8(-) 5.67	6.03	2(+) 2.26	8(-) 4.49	3.37	.83	2.07
UM M	7(-) 1.70	7(-) 1.85	7(-) 6.15	6(-) 5.96	5.95	6.03	7(-) 1.23	5.56	3.43	2(+) 1.63	2.13
F	2.62	2.85	6.22	8(-) 5.07	5.96	5.91	1.50	5.26	3.70	1.11	2.41
14 UL M	2.23	2.87	1(+) 6.63	1(+) 7.78	1(+) 6.65	6.31	3(+) 2.04	5.66	3.14	1.32	2.26
F	1(+) 3.31	2(+) 3.41	8(-) 6.13	4(+) 6.80	6.28	6.27	1(+) 2.74	5.37	3.47	7(-) .70	2.30
UM M	8(-) 1.49	5(-) 1.77	6.27	5(-) 6.24	5.96	5.96	8(-) 1.09	1(+) 6.46	3.36	.91	2.31
F	2.20	6(-) 2.62	6.46	7(-) 5.48	6.17	6.29	6(-) 1.33	2(+) 5.76	8(-) 3.09	8(-) .69	2.21
AGE	10 > 14	10 > 14		10 < 14	10 < 14			10 < 14	10 > 14	10 > 14	
SES	L > M	L > M		L > M	L > M		L > M	L < M			
SEX	M < F	M < F	M > F	M > F	M > F		M < F	M > F		M > F	
AGE-SES				10L > 10M 14L > 14M			10L > 10M 14L >> 14M				
AGE-SEX											
SES-SEX		LM < LF MM < MF	LM > LF MM < MF		LM > LF MM < MF		LM < LF MM < MF			LM > LF MM > MF	

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*Japan did not reverse the signs. It should be recalled that the lower scores refer to the higher aspiration and expectation levels, and vice versa.

VARIABLES JAPAN	48	49	50	51	52	53	54	55	56	57	58	59
	SENTENCE COMPLETION SCALES											
	AGGRESSION					AUTHORITY						
	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Attitude	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Frequency Affect Positive
10 UL M	7(-) 1.73	1.63	7(-) 1.90	.71	.29	6.45	8(-) 8.91	8(-) 6.97	8(-) 9.71	1.59	2.31	.10
F	8(-) 1.70	8(-) 1.63	8(-) 1.85	1(+) .73	8(-) .27	1(+) 6.78	7(-) 9.06	7.17	10.14	1.71	2.07	.22
UM M	1.87	1.66	2.12	.72	.28	2(+) 6.58	9.32	7(-) 7.12	10.39	1.69	2.14	.17
F	1.90	1.73	2.17	.67	.33	6.47	9.44	7.40	10.50	1.75	2.00	1(+) .25
14 UL M	1.91	1.67	2.24	.57	.43	7(-) 5.79	9.29	2(+) 7.61	10.24	1.65	2.27	8(-) .08
F	2.01	1.80	2.27	.65	.35	5.94	1(+) 9.69	7.46	1(+) 11.23	1.50	2.31	.19
UM M	2(+) 2.13	1.83	2(+) 2.55	.53	.47	6.01	2(+) 9.62	1(+) 7.61	10.92	1.61	2.23	.16
F	1(+) 2.16	1(+) 1.87	1(+) 2.60	8(-) .51	1(+) .49	8(-) 5.78	9.27	7.26	10.30	1.81	2.04	.15
AGE	10 < 14	10 < 14	10 < 14	10 > 14	10 < 14	10 > 14	10 < 14	10 < 14	10 < 14			
SES	L < M	L < M	L < M				L < M					
SEX												M < F
AGE-SES							10L < 10M 14L = 14M	10L < 10M 14L > 14M				
AGE-SEX								10M < 10F 14M > 14F				
SES-SEX							LM < LF MM > MF		LM < LF MM > MF			

FIGURE 1
JAPAN - STA E I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	60	61	62	63	64	65	66	67	68	69	70	71
JAPAN	SENTENCE COMPLETION SCALES (Continued)											
	ANXIETY					INTERPERSONAL RELATIONS						
	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Attitude	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Frequency Affect Positive
10 UL M	5.30	5.11	6.27	.48	1.52	9.29	7.05	5.84	7(-) 7.43	1(+) 1.59	1.41	0.00
F	5.37	5.18	6.65	.47	1.53	9.03	8(-) 6.80	8(-) 5.74	8(-) 7.40	1.58	1.42	0.00
UM M	5.42	5.20	6.43	.41	1.59	8.99	7.09	5.86	6(-) 7.85	1.58	1.41	.01
F	5.43	5.06	6.79	.39	1.61	9.30	6.99	5.89	8.05	1.51	1.48	.01
14 UL M	5.46	5.10	6.57	.32	1.68	9.12	7.16	6.08	8.10	1.51	1.49	0.00
F	5.50	5.32	6.75	.40	1.60	9.45	1(+) 7.26	1(+) 6.36	3(+) 8.60	1.47	1.53	0.00
UM M	5.56	5.23	6.47	8(-) .22	1(+) 1.78	9.12	7.13	6.05	2(+) 8.65	8(-) 1.26	1.74	0.00
F	5.29	5.03	6.41	1(+) .53	8(-) 1.47	9.12	7.06	6.14	1(+) 8.66	1.30	1.70	0.00
AGE							10< 14	10< 14	10< 14	10 >14	10< 14	
SES									L< M	L >M	L< M	
SEX				M< F	M >F							
AGE-SES							10L< 10M 14L >14M					
AGE-SEX				10M >10F 14M< 14F	10M< 10F 14M >14F							
SES-SEX		LM< LF MM > MF										

VARIABLES	72	73	74	75	76	77	78
JAPAN	SENTENCE COMPLETION SCALES (Continued)						
	TASK ACHIEVEMENT						
	Attitude	Stance	Engagement	Coping	Frequency Affect Negative	Frequency Affect Neutral	Frequency Affect Positive
10 UL M	6.12	7.24	6.14	8(-) 8.91	.79	1.97	.24
F	6.30	7.24	5.94	9.13	.70	2.15	.15
UM M	6.45	7.23	5.92	9.28	.80	2.04	.16
F	1(+) 6.62	7.37	5.97	9.45	.75	2.12	.13
14 UL M	8(-) 5.90	7.22	5.80	9.42	.76	2.07	.17
F	6.21	7.48	6.12	9.76	.61	2.19	.20
UM M	6.13	7.43	5.78	1(+)10.01	.63	2.13	.24
F	6.62	7.13	5.95	9.35	.87	1.89	.24
AGE				10< 14			
SES	L< M						
SEX	M< F						
AGE-SES							
AGE-SEX							
SES-SEX					LM > LF MM < MF	LM < LF MM > MF	

FIGURE 1
JAPAN - STAGE I
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	79	80	81	82	83	99	100	84	85	86	87	88
JAPAN	SENTENCE COMPLETION SCALES (Continued)											
	SCORE TOTALS											
	Attitude	Stance	Engagement	Coping	Frequency Affect Neg.	Frequency Affect Neu.	Frequency Affect Pos.	Sentence 37 & 14 Self-Image	Sentence 2 & 22 Interaction	Sentence 2 and 37 Mother	Sentence 22 and 14 Father	Real/Fantasy Achievement Discrepancy
10 UL M	21.83	7(-)30.25	25.73	8(-)34.28	5.16	7.50	.34	1(+) 5.31	4.46	8(-) 5.18	4.46	6(-)-3.57
F	22.12	8(-)30.20	8(-)25.67	7(-)35.22	5.19	7.44	.37	5.00	4.70	5.26	4.52	5(-)- .86
UM M	22.02	30.90	25.74	35.98	1(+) 5.20	7.46	.34	5.00	4.40	5.26	4.20	4(+) .92
F	1(+)22.31	31.12	26.06	36.92	5.07	7.54	.39	5.08	4.51	5.47	3.98	2(+) 3.39
14 UL M	8(-)20.81	31.10	26.27	36.59	4.81	7.94	.25	4.94	4.54	5.33	4.27	8(-)-4.09
F	21.55	1(+)32.01	1(+)27.06	1(+)38.64	4.63	7.98	.39	8(-) 4.74	4.85	5.58	4.00	7(-)-4.00
UM M	21.20	2(+)31.84	26.55	2(+)38.57	8(-) 4.25	8.35	.40	4.79	4.48	5.26	3.92	3(+) 1.26
F	21.49	30.96	26.23	37.40	5.02	7.59	.39	4.78	4.77	1(+) 5.63	3.93	1(+) 6.22
AGE	10 > 14	10 < 14	10 < 14	10 < 14	10 > 14	10 < 14		10 > 14		10 < 14	10 > 14	
SES				L < M							L > M	L < M
SEX									M < F	M < F		M < F
AGE-SES		10L < 10M 14L > 14M										10L < 10M 14L < 14M
AGE-SEX												
SES-SEX		LM < LF MM > MF		LM < LF MM > MF								

VARIABLES	89	90	91	92	93	94	95
JAPAN	STORY COMPLETION SCALE SUMS						
	Stance	Engagement	Initiation	Implementation	Affect Tone 1st	Affect Tone 2nd	Persistence
10 UL M	2.53	10.63	16.52	16.18	14.98	16.22	8(-) 6.40
F	1(+) 2.61	10.58	16.61	16.82	8(-)14.48	16.51	6.60
UM M	2.39	10.68	16.33	16.43	14.74	8(-)16.02	6.60
F	2.37	10.51	16.52	16.10	7(-)14.52	16.49	6.81
14 UL M	2.27	11.06	16.89	16.48	2(+)15.43	16.54	7.37
F	2.56	11.50	17.47	17.56	1(+)15.55	17.09	7.49
UM M	8(-) 2.05	10.65	16.01	16.49	15.21	16.41	6.52
F	2.33	11.48	17.35	17.49	14.97	1(+)17.09	1(+) 7.67
AGE	10 > 14	10 < 14		10 < 14	10 < 14	10 < 14	10 < 14
SES	L > M				L > M		
SEX	M < F		M < F	M < F		M < F	M < F
AGE-SES							
AGE-SEX	10M < 10F 14M < 14F						
SES-SEX							

931

FIGURE 1
JAPAN - STAGE 1
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	107	102	108	104	103	106	101	105	96	97	98
JAPAN	STORY COMPLETION COPING EFFECTIVENESS										
	Story 8 Aggression	Story 2 Authority	Story 10 Authority	Story 5 Anxiety	Story 4 IPR	Story 7 IPR	Story 1 Academic TA	Story 6 Non-Academic TA	TOTAL Coping Effectiveness	Sociability	Attitude Towd.Auth.
10 UL M	7(-)16.70	1(+) 5.50	13.65	6(-)14.21	13.84	12.84	16.92	11.94	108.19	2.10	2.16
F	18.04	5.26	14.28	8(-)13.72	13.33	13.64	17.44	11.92	110.38	2.09	2.20
UM M	17.06	4.92	13.45	15.01	12.81	13.34	16.28	11.78	7(-)108.17	2.16	2.12
F	18.01	4.66	14.81	7(-)14.16	13.11	8(-)12.61	16.67	11.85	110.37	2.30	2.13
14 UL M	17.55	4.46	13.48	1(+)15.97	12.78	13.26	15.73	11.90	111.13	2.45	2.14
F	2(+)18.94	5.32	14.76	15.42	13.00	14.06	1(+)17.78	12.01	1(+)118.17	8(-) 2.06	2.16
UM M	8(-)16.29	8(-) 3.56	12.79	2(+)15.82	12.06	13.53	8(-)15.26	12.72	8(-)107.69	1(+) 2.54	8(-)2.06
F	1(+)19.42	5.36	13.25	3(+)15.71	13.10	1(+)14.44	16.73	13.14	2(+)116.93	2.38	1(+)2.38
AGE				10 < 14		10 < 14			10 < 14	10 < 14	
SES										L < M	
SEX	M < F		M < F	M > F	M < F		M < F		M < F		M < F
AGE-SES											
AGE-SEX		10M > 10F 14M < 14F							10M < 10F 14M ≪ 14F	10M < 10F 14M > 14F	
SES-SEX											

JAPAN

FIGURE 2
JAPAN - STAGE I

ORDER OF PREFERENCE FOR OCCUPATIONAL VALUES

	10	14	Lower	Middle	Male	Female	10 Year Olds				14 Year Olds			
							U.L.M.	U.L.F.	U.M.M.	U.M.F.	U.L.M.	U.L.F.	U.M.M.	U.M.F.
1.	Creat. 8.99	Self Sat. 9.62	Surround. 9.18	Intell.S. 9.25	Creat. 9.34	Surround. 9.60	Creat. 9.97	Surround. 9.64	Creat. 9.67	Altruism 9.34	Creat. 9.17	Surround. 10.21	Self.S. 9.63	Self.S. 9.98
2.	Intell.S. 8.77	Intell.S. 9.08	Intell.S. 8.59	Self Sat. 8.82	Intell.S. 8.61	Intell.S. 9.23	Surround. 8.29	Intell.S. 8.87	Intell.S. 9.21	Surround. 9.33	Self.Sat. 8.99	Self.S. 9.87	Indep. 9.10	Intell.S. 9.76
3.	Surround. 8.75	Surround. 8.87	Creat. 8.52	Altruism 8.44	Self Sat. 8.54	Altruism 8.77	Prestige 8.11	Altruism 8.53	Altruism 8.20	Intell.S. 9.13	Assoc. 8.73	Assoc. 9.16	Intell.S. 8.90	Surround. 9.20
4.	Altruism 8.48	Assoc. 8.77	Self Sat. 8.45	Creat. 8.44	Altruism 8.02	Self Sat. 8.73	Intell.S. 7.86	Creat. 8.11	Self.Sat. 7.92	Creat. 8.20	Surround. 8.57	Intell.S. 9.16	Creat. 8.55	Indep. 9.08
5.	Self Sat. 7.65	Indep. 8.53	Altruism 8.34	Surround. 8.44	Surround. 8.02	Assoc. 8.31	Altruism 7.85	Assoc. 7.89	Surround. 7.74	Self Sat. 7.75	Intell.S. 8.48	Altruism 9.09	Altruism 8.13	Assoc. 9.09
6.	Prestige 7.30	Altruism 8.30	Assoc. 8.16	Indep. 8.04	Indep. 8.00	Creat. 7.62	Self Sat. 7.61	Self Sat. 7.33	Indep. 7.30	Prestige 7.40	Indep. 8.43	Security 7.90	Assoc. 8.08	Altruism 8.10
7.	Assoc. 7.12	Creat. 7.97	Indep. 7.49	Assoc. 7.73	Assoc. 7.58	Indep. 7.54	Success 7.48	Security 7.31	Success 7.21	Assoc. 7.08	Altruism 7.88	Indep. 7.49	Surround. 7.49	Variety 7.56
8.	Success 7.09	Variety 7.09	Security 7.10	Variety 7.02	Success 6.84	Security 6.83	Indep. 7.16	Success 7.12	Variety 6.83	Indep. 6.69	Security 6.68	Creat. 6.82	Variety 7.45	Creat. 7.34
9.	Indep. 7.01	Security 6.70	Prestige 6.56	Prestige 6.40	Prestige 6.71	Variety 6.64	Assoc. 6.84	Indep. 6.89	Prestige 6.81	Esthet. 6.66	Variety 6.56	Variety 6.80	Success 6.58	Security 6.77
10.	Security 6.38	Prestige 5.66	Success 6.50	Success 6.21	Variety 6.65	Prestige 6.24	Security 6.49	Prestige 6.87	Assoc. 6.67	Success 6.54	Success 6.09	Economic 5.45	Manage. 6.52	Esthet. 5.95
11.	Variety 6.20	Success 5.62	Variety 6.28	Security 5.99	Security 6.25	Success 5.87	Father 6.32	Economic 6.07	Security 6.38	Variety 6.23	Manage. 5.93	Prestige 5.36	Prestige 6.04	Prestige 5.33
12.	Economic 5.84	Economic 5.39	Economic 5.79	Economic 5.45	Manage. 6.14	Esthet. 5.47	Manage. 5.95	Variety 5.98	Manage. 6.16	Economic 5.66	Prestige 5.89	Success 5.31	Economic 5.82	Economic 4.58
13.	Manage. 5.64	Manage. 5.35	Manage. 5.60	Manage. 5.38	Economic 5.80	Economic 5.44	Economic 5.91	Manage. 5.64	Father 5.95	Security 5.34	Economic 5.72	Manage. 4.88	Security 5.46	Success 4.49
14.	Father 5.30	Esthet. 4.22	Father 4.33	Father 4.82	Father 5.26	Manage. 4.84	Variety 5.77	Esthet. 4.70	Economic 5.73	Father 4.89	Father 4.01	Esthet. 4.56	Father 4.74	Manage. 4.06
15.	Esthet. 4.51	Father 3.85	Esthet. 4.14	Esthet. 4.59	Esthet. 3.26	Father 3.90	Esthet. 3.44	Father 4.05	Esthet. 3.22	Manage. 4.76	Esthet. 3.87	Father 2.94	Esthet. 2.51	Father 3.71

ANOVA OF MEANS:
HYPOTHESES AND FINDINGS

DEMOGRAPHIC MEASURES

> Upper-middle class children will have higher Educational Aspirations than will upper-lower class children.

This hypothesis was verified, as the upper-middle class children had an average Aspiration level of 1.29, while the upper-lower class had an Aspiration level of 2.22.[1] This difference was significant at greater than the .05 level.

ACHIEVEMENT MEASURES

> Upper-middle class children will have higher Achievement scores than will upper-lower class children.

This hypothesis was completely verified for the Aptitude and for all Achievement measures. The difference in favor of the middle class was, in each case, significant at greater than the .05 level. The greatest difference was for Reading Achievement, while the smallest difference was for Grade Point Average.

> Girls will have higher Achievement scores than will boys.

This hypothesis was verified for Reading Achievement and for GPA (as well as for the Aptitude measure) with the difference in favor of the females significant at greater than the .05 level of significance. For Math Achievement there was no significant sex difference. Thus, with this one exception, the hypothesis was verified.

OCCUPATIONAL MEASURES

> Upper-middle class children will have higher objective status level Occupational Expectations than will upper-lower class children.

This hypothesis was verified with a significance level of greater than .05. The Mean Score for the upper-middle class was 2.27, while that of the upper-lower class was 3.22.

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[1] The lower scores refer to higher aspiration levels.

> Upper-middle class children will have a higher level of objective Occupational Aspiration than will upper-lower class children.

This hypothesis was also verified, as the mean for the upper-middle class was 2.00, while the mean for the upper-lower class was 2.81. This difference was significant at greater than the .05 level.

> Upper-middle class children will have different discrepancy scores between Occupational Aspiration and Expectation than will the upper-lower class children.

This hypothesis was not verified, as there was no significant social class difference for this variable.

> Upper-middle class children will prefer different Occupational Values than will upper-lower class children.

For five of the fifteen Occupational Values there was a significant social class difference. Thus, this hypothesis was verified to a lesser extent with the Japanese sample than with most other samples. The middle-class children scored higher on Independence, Intellectual Stimulation, and Variety, while the upper-lower class children scored higher on Security and Surroundings. The hypothesis was only partially verified.

> Upper-lower class children will show a greater preference for "Extrinsic" Occupational Values than will upper-middle class children.

This hypothesis was verified, as the Mean Score for the upper-lower class was 6.80, while that of the upper-middle class was 6.43. This difference was significant at greater than the .05 level.

> Males will have a higher objective Occupational Expectation level than will females.

This hypothesis was verified, as the males had a Mean Expectation Score of 2.40, while that of the females was 3.09. The difference was significant at greater than the .05 level.

> Males will have a higher objective Occupational Aspiration level than will females.

This hypothesis was verified, as the males had a Mean Score of 1.97, while the females had a Mean Score of 2.84. This difference was significant at greater than the .05 level.

> Males will prefer different Occupational Values than will females.

Twelve of the fifteen Occupational Values showed significant sex differences thus lending sufficient support to verify the hypothesis. Males excelled on Independence, Management, Success, Creativity, Prestige, and Follow Father. Females scored higher on Altruism, Esthetics, Intellectual Stimulation, Security, Surroundings, and Associates.

> Females will more frequently choose "Intrinsic" Occupational Values than will males.

This hypothesis was not verified with Japanese data, as there was no significant sex difference for this variable.

> Males will more frequently choose "Extrinsic" Occupational Values than will females.

This hypothesis also was not verified, as there was no significant sex difference in the Japanese data for this variable.

COPING STYLE MEASURES

> Upper-middle class children will demonstrate a different style of coping than will upper-lower class children.

Of the four Social Attitudes Inventory scales, only one showed significant social class differences (Active Coping where upper-middle class children excelled). Thus, the hypothesis was not verified from the data obtained from this instrument.

Of the thirty-two Sentence Completion Coping Style variables, only six showed significant social class differences. These were for Stance and Engagement in the Aggression area, Stance in the Authority area, Negative and Neutral Affect in Interpersonal Relations, and Attitude in Task Achievement. Thus, again, little consistent support could be offered for the above hypothesis from Sentence Completion data. Three of the nine Coping Style dimensions from the Story Completion instrument showed significant social class differences. (These were Stance, Affect Associated With the Problem, and Sociability.) Thus, of the total of forty-five Coping Style dimensions only ten (or less than one-fourth) showed significant social class differences. This cast some doubt on the truth of the above social class difference hypothesis.

> Males will demonstrate a different style of coping than will females.

On the Social Attitudes Inventory, two of the four scales showed significant sex differences (Active Coping and Active-Defensive scales). Thus, data from this instrument verified the hypothesis in part.

On the Sentence Completion, of the thirty-two possible sex differences, only four were significant. (These were Authority Positive Affect, Anxiety Negative Affect and Neutral Affect, and Task Achievement Attitude.) This was rather poor support for the above hypothesis. On the Story Completion, six of the nine Coping Style dimensions showed significant sex differences. These dimensions were Attitude toward Authority, Stance, Initiation, Implementation, Affect Associated With the Outcome, and Persistence. Thus, Story Completion data lent greater support to the sex difference hypothesis (both in proportion of significant sex differences as well as in actual number of differences) than did the data from the other two instruments. Of the total of forty-five Coping Style measures tested, only twelve showed significant sex differences, which lent somewhat questionable support to the hypothesis of sex differences in Coping Style behavior, at least for Japanese children.

> The differences in the style of coping between the males and females will be consistent across all five behavior areas studied.

The sparsity of results made it difficult to confirm the consistency hypothesis for any Coping Style dimension. The total lack of significant data for Engagement and Sociability must cause the hypothesis to be rejected for these two dimensions.

For the following variables only one sex difference was observed: Stance, Initiation, and Implementation (as would be expected), Negative and Neutral Affect, and Persistence. For Attitude there was a small degree of support since the females excelled the males in Attitude toward Task Achievement (Sentence Completion) and Attitude toward Authority (Story Completion). Also, for Positive Affect, the two significant findings showed the females superior (Authority and Story Completion Total Score). Thus, only for Attitude and Positive Affect can there be said to have been even minimal support for the above hypothesis of consistency of sex differences across the five areas under study.

COPING EFFECTIVENESS MEASURES

> The upper-middle class children will exhibit more effective overall coping behavior than will upper-lower class children.

On the Sentence Completion instrument, the middle-class children significantly excelled the upper-lower class children in the Aggression and Interpersonal Relations areas as well as in the Total Score, thus lending some support to the hypothesis of greater middle-class effectiveness in coping. In the Story Completion instrument, however, there were no significant social class differences on any of the Coping Effectiveness measures. Thus, of the fifteen Coping Effectiveness measures, the upper-middle class excelled on only three of the measures (one-fifth), casting serious doubt on the truth of this hypothesis, at least for Japanese children.

JAPAN INTRA-COUNTRY REPORT OF SIGNIFICANT CORRELATIONS

CRITERION-CRITERION CORRELATIONS

Hypothesis 1: There will be positive relationships among the Achievement Criterion measures.

Of the six correlation coefficients examined relevant to this hypothesis, all six were significant in the predicted direction. There were three significant in the ten-year-old sample and three in the fourteen-year-old sample; thus, all correlations were significant in both age groups. These were: Mathematics Achievement with both Reading Achievement and GPA; and Reading Achievement with GPA.

The correlations ranged between .55 and .73. The largest (.73) was between Mathematics Achievement and GPA in the fourteen-year-old sample.

In conclusion, the hypothesis was completely verified by the data at both age levels, showing a certain degree of consistency in the three achievement measures.

Hypothesis 2: There will be positive relationships among the Achievement and the Peer BRS Criterion measures.

Of the forty-eight correlation coefficients examined which pertained to this hypothesis, all forty-eight were significant (twenty-four at each age level).

Thus, all correlations were significant at both age levels.

The correlations ranged between .34 and .80. The highest correlation (.80) was between the Task Achievement BRS item and GPA in the fourteen-year-old sample. The lowest (.34) was between Anxiety and Mathematics Achievement in the ten-year-old sample.

In general, the criterion measure which correlated most highly with BRS scores was the GPA. The BRS item which correlated most highly with the criterion measures was the Academic Task Achievement item (as one might expect). The greatest general age difference was in the correlations of the BRS Aggression item with the Achievement measures. Here, the relationship in the fourteen-year-old sample was much greater than it was in the ten-year-old sample.

In summary, it may safely be concluded that the hypothesis was completely verified in both age groups. Evidently, the ratings given students by their peers take into consideration many of the same factors which contribute to high achievement test scores and grades. There may be a "halo effect" in operation here where the better students tend to be nominated positively more frequently (for all attributes) than the poorer students.

PREDICTOR-PREDICTOR CORRELATIONS

Hypothesis 3: There will be positive relationships among the Intrinsic Occupational Values.

Of the fifty-six correlations examined which pertained to this hypothesis (excluding the correlations with the Total Intrinsic score), only eleven were significant in the predicted direction. (There were fifteen correlations which were significant in the opposite direction of that predicted.)

Of these eleven, five were significant in the ten-year-old sample, and six in the fourteen-year-old sample.

There were eight correlations (four pairs) which were significant in both age groups. These were: between (a) Independence and Management; (b) Self-Satisfaction and Variety; and (c) between Intellectual Stimulation and both Creativity and Variety.

Significant at age ten only was the correlation between Self-Satisfaction and Intellectual Stimulation. Significant at age fourteen only was Altruism with Self-Satisfaction and Creativity with Variety. The value which was most frequently correlated negatively with other values was Management (nine times), followed by Esthetics (five times). Evidently, these values represent some other value structure than the Intrinsic one, but are negatively correlated with each other also.

Now turning to the correlations with the Total Score, of the sixteen correlations, fourteen were significant in the predicted (positive) direction (seven at each age level). Only Management was not correlated with the Total Score at either age level. The highest correlation with the Total Score was for Variety (.43, .53), followed by Intellectual Stimulation (.49, .44). The lowest correlations were for Independence (.23, .28).

In conclusion, only eleven of the fifty-six correlations examined were significant (in the direction predicted), five at the ten-year-old level, and six at age fourteen. One cannot conclude from this observation that all of the values classified as Intrinsic actually form a unitary construct. The values could probably be subclassified into several separate clusters.

Hypothesis 4: There will be positive relationships among the Extrinsic Occupational Values.

Of the forty-two correlations examined which were relevant to this hypothesis, ten were significant in the predicted direction. (Again, there were seventeen which were significant in the opposite direction from that predicted.)

Of the ten significant in the predicted direction, five were significant in each age group. All significant correlations were significant in both age groups. These were between (a) Success and both Prestige and Economic Returns; (b) between Security and Surroundings; and (c) between Surroundings and Associates.

The correlations ranged between .10 and .47. The highest correlation (.47) was between Success and Economic Returns, followed by that between Success and Prestige (.41), both in the fourteen-year-old sample.

Of the fourteen correlations of individual scores with the Total Extrinsic score, all fourteen were significant in the predicted direction. The highest correlation with the Total Score was for Success and for Economic Returns. The Total Score, with a few exceptions, appears to be a fair representative of the component scores.

In conclusion, one cannot give unambiguous support to the above hypothesis since only ten of the forty-two correlations were significant in the predicted direction. Since all individual items correlate significantly with the Total Score, one must assume that there is an overriding similarity (Extrinsic) which these values share in common. However, the large number of negative correlations (plus the absence in many cases of significant positive correlations) suggest that there are several subgroups or clusters of values which are all classified as Extrinsic, but which are not highly related with each other. Prestige had the largest number of negative correlations (seven), followed by Surroundings and Associates (with six apiece). Prestige was negatively related to both Surroundings and Associates, and the latter two were positively correlated with each other.

Hypothesis 5: There will be negative relationships among the Intrinsic and Extrinsic Occupational Values.

Of the one hundred and twelve individual value correlations examined (excluding correlations with Total Scores), sixty-five were significant in the predicted negative direction. (There were seven positive correlations.) At the ten-year-old level, thirty-two of the fifty-six correlations were significant, while at age fourteen, thirty-three were significant.

There were fifty-four correlations (twenty-seven pairs) which were significant at both age levels. They were the following: (a) Altruism with Success, Prestige, and Economic Returns; (b) Esthetics with

Success, Security, Economic Returns, and Follow Father; (c) Independence with Security and Surroundings; (d) Management with Surroundings and Associates; (e) Self-Satisfaction with Success, Prestige, and Economic Returns; (f) Intellectual Stimulation with Success, Security, Prestige, Economic Returns, and Follow Father; (g) Creativity with Success, Security, Economic Returns, Surroundings, and Associates; and (h) Variety with Success, Prestige, and Economic Returns.

Significant at age ten only were the following relationships: (a) between Altruism and Follow Father; (b) between Independence and both Success and Follow Father; (c) between Self-Satisfaction and Follow Father; and (d) between Variety and Follow Father. The following correlations were significant at age fourteen only: (a) Altruism with Associates; (b) Esthetics with Surroundings; (c) Management with Security; and (d) Variety with Security, Surroundings, and Associates.

The correlations ranged between -.10 and -.40. The highest correlation (-.40) was between Altruism and Economic Returns in the fourteen-year-old sample. Success was frequently highly correlated (in the negative direction) with many of the Intrinsic values, followed by Economic Returns. Intellectual Stimulation, Creativity, and Variety were most frequently correlated negatively with the Extrinsic values (ten times each).

Of the sixteen correlations of the Intrinsic values with the Extrinsic Total score, fourteen were significant in the predicted (negative) direction. The highest correlations were for Intellectual Stimulation (-.49, -.44) and Variety (-.43, -.53). Only Management was not significantly correlated with the Extrinsic Total.

All Extrinsic values were negatively correlated with the Intrinsic Total score. The highest correlations were for Success (-.53, -.51) and Economic Returns (-.46, -.53).

Thus, Intellectual Stimulation, Variety, and Creativity seem best to define the Intrinsic values, and Success and Economic Returns the Extrinsic values.

In summary, it seems safe to conclude that the above hypothesis was verified with sixty-five of the one hundred and twelve individual values being significantly negatively correlated with one another, and with all but one value (Management) being significantly negatively correlated with the Total Score from the other type of value. While there may not be good uniformity within the Intrinsic or the Extrinsic value clusters, there is certainly evidence that the Intrinsic values differ from the Extrinsic ones.

Hypothesis 6: There will be positive relationships among the status level measures of the Occupational Aspiration, Occupational Expectation, and Educational Aspiration measures.

Of the six correlations examined, all were significant in the predicted direction, three in the ten-year-old sample and three in the fourteen-year-old sample.

The correlations ranged between .27 and .69. The highest correlations were between Occupational Aspiration and Expectation (.65, .69). All correlations were higher at age fourteen than at age ten, especially those involving Educational Aspiration where, in both cases, the fourteen-year-old correlation was almost twice as great as it was at age ten.

In conclusion, it may be safely stated that the hypothesis was completely verified at both age levels, though the strength of the relationships was greater in the fourteen-year-old sample. Apparently, by age fourteen there is a more systematic relationship (gained, perhaps, from more accurate knowledge of job requirements) between Occupational and Educational desires.

Hypothesis 7: There will be positive relationships among the Occupational Interest Discrepancy measures.

Of the twelve correlations examined which pertained to this hypothesis, all twelve were significant in the predicted direction, six at each age level.

The correlations ranged between .44 and .81. The highest correlations (.77, .81) were between the Mother's Aspiration/Subject's Aspiration Discrepancy score and the Father's Aspiration/Subject's Aspiration Discrepancy score. Apparently, most children see both parents as having about the same level of aspiration for them, as compared to their own aspirations.

In summary, it may be safely concluded that the hypothesis was verified at both age levels.

The one score in common for all discrepancies was the subject's own Aspiration level. Thus, high aspirations tend to go with high expectation, high occupational level of father, and perceived high aspirations of both parents for the child; and vice versa.

Hypothesis 8: There will be: (1) a positive relationship between the SAI Active and Passive Coping measures; (2) a positive relationship between the SAI Active and Passive Defensive measures; and (3) a negative relationship among the SAI Coping and Defensive measures.

Of the twelve correlations which pertained to this hypothesis, six were significant in the predicted direction, three at each age level.

The following correlations were significant in the predicted direction at both age levels: (a) between Active and Passive Coping, (b) between Active and Passive Defensive, and (c) a negative relation between Active Coping and Passive Defensive. (There was one pair of correlations which was significant in the opposite direction from that predicted: between Passive Coping and Passive Defensive behavior.)

The correlations ranged between -.12 and .29. The highest (.29, .24) were between Active and Passive Defensive behavior at both age levels.

In summary, parts 1 and 2 of the hypothesis were verified at both age levels. However, the relationship between Coping and Defensive behavior is not quite so clear-cut. Active Defensive behavior was not negatively correlated with either of the Coping measures; thus, four of the eight correlations contributing to this last section of the hypothesis were not significant. The negative relationship between Active Coping and Passive Defensive, together with the (unpredicted) positive relationship between Passive Coping and Passive Defensive behavior, suggests that where there is a tendency for passivity to exist in an individual, this overrides the issue of whether the behavior is coping or defensive.

Hypotheses 9 - 14: There will be positive relationships among the measures of the same Sentence Completion Coping Style variables across different behavior areas.

Stance

Of the twenty correlations examined which pertained to this hypothesis (excluding correlations with Total Stance score), twelve were significant in the predicted direction. Of these, three were significant in the ten-year-old sample and nine in the fourteen-year-old sample.

The following correlations were significant at both age levels: between Aggression and Authority; Authority and Anxiety; and Anxiety and Task Achievement Stance.

Significant at age fourteen only were the correlations between (a) Aggression and both Anxiety and Interpersonal Relations; (b) Authority and both Interpersonal Relations and Task Achievement; (c) Anxiety and Interpersonal Relations; and (d) Interpersonal Relations and Task Achievement Stance.

The correlations ranged between .10 and .19. The highest were between (a) Interpersonal Relations and Authority (.19); and (b) Interpersonal Relations and Aggression (.18) in the fourteen-year-old sample.

All Stance scores were significantly correlated with the Stance Total score at both age levels. The highest correlations with the Total Score were for Task Achievement (.62, .66), and Authority (.63, .60). The Total Score appeared to be a good representative of the Stance measure.

In conclusion, there was not too good support for this hypothesis in the ten-year-old sample (three of ten correlations significant), but there was very good support for the hypothesis in the fourteen-year-old sample (nine of ten correlations significant). This suggests the possibility that as children grow older their tendency to confront or avoid problems becomes more consistent, regardless of the specific nature of the problem.

Engagement

Of the twenty correlations examined which pertained to this hypothesis, none of them were significant in the predicted direction (though three were significant in the opposite direction from that predicted).

However, upon examining the correlations between the individual Engagement scores and the Engagement Total score, it may be observed that all were significant in the predicted direction. The highest correlations were with Task Achievement (.55, .57) and Anxiety (.43, .50). This indicates that there is some common factor across all areas in the Engagement dimension, though no individual correlation reached significance.

In summary, the data did not lend support to the hypothesis at either age level, though correlations with the Total Score indicated some degree of relationship between the Engagement scores of each area.

Coping Effectiveness

Of the twenty correlations examined, seventeen were significant in the predicted direction. Of these, nine were significant in the ten-year-old sample and eight in the fourteen-year-old sample.

There were fourteen correlations (seven pairs) which were significant at both age levels. These were between (a) Aggression and both Authority and Interpersonal Relations; (b) Authority and Anxiety, Interpersonal Relations, and Task Achievement; (c) Anxiety and Task Achievement; and (d) Interpersonal Relations and Task Achievement.

Significant at age ten only were the relationships (a) between Aggression and Task Achievement; and (b) between Anxiety and Interpersonal Relations. Significant at age fourteen only was the relationship between Aggression and Anxiety.

The correlations ranged between .10 and .27. The highest were between (a) Authority and Task Achievement (.27) at age fourteen and (b) Authority and Interpersonal Relations (.26) at age ten.

All individual Coping Effectiveness scores were highly correlated with the Total Score. The highest correlations were with Authority (.73, .73), followed by Task Achievement (.59, .64) and Interpersonal Relations (.57, .54). The Total Score appeared to well represent the individual scores.

In summary, the data indicate that the hypothesis was verified both at age ten (nine out of ten significant) and at age fourteen (eight out of ten).

The composite Coping Effectiveness ratings showed greater uniformity across behavior areas than did the individual Stance or Engagement scales.

Attitude Measures

Of the six correlations examined which pertained to this hypothesis, all six were significant, three at each age level. Attitudes were measured only in the Authority, Interpersonal Relations, and Task Achievement areas.

The correlations ranged between .11 and .32. The highest (.32) was between Authority and Interpersonal Relations in the fourteen-year-old sample.

All individual Attitude scores were correlated quite highly with the Attitude Total score. The greatest contributor was Interpersonal

Relations (.70, .74), followed by Authority (.71, .71). The Total Attitude score is a good representative of the individual measures.

In conclusion, the hypothesis was completely verified at both age levels, indicating a tendency for Attitude to be generalized across these three areas of behavior.

Negative Affect

Of the twelve correlation coefficients pertaining to this hypothesis, eleven were significant in the predicted direction (six at age ten and five at age fourteen). Of these, ten (or five pairs) were significant at both age levels. These were between Aggression and both Authority and Interpersonal Relations; between Authority and both Interpersonal Relations and Task Achievement; and between Interpersonal Relations and Task Achievement. Significant at age ten only was the relationship between Aggression and Task Achievement.

The correlations ranged between .11 and .29. The highest (.29) was between Authority and Interpersonal Relations in the ten-year-old sample. All Negative Affect scales were significantly correlated with the Negative Attitude Total score. The greatest contribution was from Authority where the correlations were .73, .73. The least contribution was from Aggression (.43, .43).

In summary, it may be safely concluded that the hypothesis was verified at both age levels, indicating a generalized tendency to express negative affect, or not to express it, rather than to differentiate among problem areas.

Positive Affect

Of the six correlations examined, none were significant in either direction. However, five of the six Positive Affect scores were significantly correlated with the Positive Affect Total score. Authority and Task Achievement were positively correlated with the Total Score at both age levels and Interpersonal Relations at age ten only. The greatest contribution to the Total Score was from the Task Achievement area (.74, .80).

In summary, the data did not lend any support to the hypothesis at either age level, though the high correlations with the Total Score for two areas indicated some relationship between the two.

Hypothesis 15: There will be a positive relationship between the Total Attitude measure and the Total Positive Affect measure.
There will be a negative relationship between the Total Attitude measure and the Total Negative Affect measure.

Of the four correlations examined which pertained to this hypothesis, three were significant in the predicted direction (two at age ten and one at age fourteen).

The negative correlation between Negative Affect and Attitude was significant at both age levels. The positive correlation between Positive Affect and Attitude was significant only in the ten-year-old sample.

The correlations ranged between .14 and -.24. The highest (-.24, -.22) were those between Negative Affect and Attitude.

In summary, part one of the hypothesis was verified at both age levels; while part two was verified only at age ten.

Hypothesis 16: There will be positive relationships among the total amount of Positive Affect and the Total Attitude measure with the Coping score totals. There will be negative relationships among the total amount of Negative Affect expressed and the Coping score totals.

Because any response scored "Affect" was not scored for "Coping Effectiveness," some built-in correlations appeared. The highest of these artifactual correlations were between Total Negative Affect and Total Coping Effectiveness (-.76, -.81). Still, the data indicate some degree of real relationship, since Positive Affect correlated positively with Total Coping Effectiveness, while Negative Affect correlated negatively .

The Attitude scores, on the other hand, were from different stems than the ones providing the Coping scores, so the positive correlations appear to support that part of the hypothesis.

Hypotheses 17 - 21: There will be positive relationships among the measures of the same Story Completion Coping Style dimensions across the different behavior areas.

Engagement

Of the fifty-six correlations examined which pertained to this hypothesis, seventeen were significant in the predicted direction. Of these, nine were significant in the ten-year-old sample, and eight in the fourteen-year-old sample. There were eight correlations (or four pairs) which were significant at both age levels. These were (a) Aggression with both Authority stories and with Story Seven Interpersonal Relations, and (b) Mother's Authority with Story Seven Interpersonal Relations. Significant at age ten only were the following correlations: (a) Aggression with Anxiety, (b) Anxiety with Mother's Authority and Story Seven Interpersonal Relations, (c) Mother's Authority with Academic Task Achievement, and (d) Story Four Interpersonal Relations with Nonacademic Task Achievement.

Significant at age fourteen only were the following correlations: (a) Father's Authority with both Story Seven Interpersonal Relations and Academic Task Achievement, and (b) Story Seven Interpersonal Relations with Nonacademic Task Achievement.

The correlations ranged between .10 and .20. The highest (.20) was between Aggression and Mother's Authority in the fourteen-year-old sample. Story Seven Interpersonal Relations was the story which was correlated most frequently with other stories (seven times) followed by the Aggression and Mother's Authority story (six times).

All individual story scores were significantly correlated with the Engagement Total score. The two Authority stories and the Aggression and Anxiety stories contributed most highly (and about equally) to the Total Score. The Total Engagement score appeared to be a fairly good representative of the Engagement dimension.

In summary, seventeen of the fifty-six correlations examined were significant, which lends some support, but not very much, to the above hypothesis. The hypothesis had about the same amount of evidence to support it in each age group. The specificity of the problems posed in each story appears to have elicited a comparable specificity of response, with a good deal of difference in the responses to the different problems.

Initiation

Of the fifty-six correlations examined, ten were significant in the predicted direction. Three of these were significant in the ten-year-old sample and seven in the fourteen-year-old sample.

There were only two correlations (one pair) which were significant in both age groups. This was between Aggression and Story Seven Interpersonal Relations. Significant at age ten only were the correlations of (a) Aggression with Father's Authority, and (b) Story Four Interpersonal Relations with Nonacademic Task Achievement. Significant at age fourteen only were the correlations of (a) Aggression with Mother's Authority, with Story Four Interpersonal Relations, and with Academic Task Achievement; (b) Father's and Mother's Authority with Story Seven Interpersonal Relations; and (c) Story Seven Interpersonal Relations with Nonacademic Task Achievement.

The correlations ranged between .10 and .17. The highest (.17) was between Aggression and Story Seven Interpersonal Relations in the fourteen-year-old sample.

All individual Initiation scores were significantly correlated with the Initiation Total score. The highest correlations were for Father's Authority, Aggression, and Story Seven Interpersonal Relations. The smallest contribution to the Total Score was from Academic Task Achievement (.12, .13). Except for Academic Task Achievement and Anxiety, the Total Score was a fairly good representative of the Initiation dimension.

In summary, it cannot be concluded that the hypothesis was verified since only ten of fifty-six correlations were significant (and only three of twenty-eight in the ten-year-old sample).

Implementation

Of the forty-two correlations examined (Father's Authority was not scaled for Implementation), sixteen were significant in the predicted direction. Of these, eight were significant in the ten-year-old sample, and eight in the fourteen-year-old sample.

There were eight correlations (four pairs) which were significant in both age groups. These were: (a) Aggression with both Authority and Story Seven Interpersonal Relations, (b) Authority with Story Seven Interpersonal Relations, and (c) Story Seven Interpersonal Relations with Nonacademic Task Achievement. Significant at age ten only were the correlations of: (a) Anxiety with Authority and both Academic and Nonacademic Task Achievement; and (b) Story Four Interpersonal Relations with Nonacademic Task Achievement. Significant at age fourteen only were the correlations of (a) Aggression with Story Four Interpersonal Relations, (b) Authority with both Story Four Interpersonal Relations and Nonacademic Task Achievement, and (c) Story Four with Story Seven Interpersonal Relations.

The correlations ranged between .10 and .21. The highest (.21) was between Aggression and Story Four Interpersonal Relations in the fourteen-year-old sample.

All individual Implementation scores were significantly correlated with the Implementation Total score. The stories which contributed the greatest amount to the Total Score were the stories for Anxiety, Authority, and Story Seven Interpersonal Relations. The Total Score appeared to be a fair representative of the Implementation dimension.

In summary, it cannot be unambiguously concluded that the hypothesis was verified since only sixteen of forty-two correlations were significant (that is, eight out of twenty-one at each age level). There is some support for the hypothesis, but situational differences in response appear greater than any generalized tendency to tell "self-implementing" stories.

Persistence

Of the fifty-six measures examined (two measures of Persistence for Academic Task Achievement), only sixteen were significant. Of these sixteen, two were the very high (.82, .80) correlations between the two methods of measuring Persistence in the same story, a pair of correlations which should be discounted, thus leaving only fourteen correlations between stories.

There were four correlations significant in the ten-year-old sample, and ten in the fourteen-year-old sample.

There were four correlations (or two pairs) which were significant at both age levels. These were between Aggression and both Anxiety and Story Seven Interpersonal Relations. Significant at age ten only were the correlations of Anxiety with Story Seven Interpersonal Relations; and Story Four Interpersonal Relations with Nonacademic Task Achievement. Significant at age fourteen only were the correlations of: (a) Aggression with Story Four Interpersonal Relations, both Academic Task Achievement measures, and with Nonacademic Task Achievement; (b) Authority with Academic and Nonacademic Task Achievement; and (c) Story Seven Interpersonal Relations with Academic and Nonacademic Task Achievement.

The correlations ranged between .10 and .19 (excluding the correlations of the two Academic Task Achievement Persistence measures). The highest (.19) was for Aggression with Story Seven Interpersonal Relations in the ten-year-old sample.

Fifteen of the sixteen correlations of individual Persistence scores with the Total Persistence score were significant. (Only Story Four Interpersonal Relations at the fourteen-year-old level was not related to the Total Score.) The two Academic Task Achievement measures were correlated most highly with the Total Score, followed by that of Aggression. The Total Score appeared to be a fairly good measure of the dimension of Persistence.

In summary, with only fourteen of the fifty-four (excluding two Task Achievement measures) correlations significant, there was little strong evidence to support the hypothesis, especially at the ten-year-old level (with only four of twenty-seven correlations significant). The ten correlations (out of twenty-seven) at the fourteen-year-old level did lend support, but much variation still remains. Perhaps how long one persists depends on the nature of the problems. Some problems have one (obvious) solution and some have several.

Coping Effectiveness

Of the fifty-six correlations examined, twenty-nine were significant in the predicted direction. Of these, eleven were significant in the ten-year-old sample, and eighteen in the fourteen-year-old sample.

There were twenty correlations (ten pairs) that were significant in both age groups. These were: (a) Aggression with Mother's and Father's Authority, and with Interpersonal Relations (Story Seven); (b) Anxiety with Mother's Authority and Story Seven Interpersonal Relations; (c) Mother's Authority with Story Four and Story Seven Interpersonal Relations; (d) Story Four Interpersonal Relations with Nonacademic Task Achievement; and (e) Story Seven Interpersonal Relations with both Academic and Nonacademic Task Achievement. Significant at age ten only was the correlation between Aggression and Nonacademic Task Achievement. Significant at age fourteen only were the following correlations: (a) Aggression with Academic Task Achievement; (b) Anxiety with Father's Authority; (c) Father's Authority with Mother's Authority, Story Seven Interpersonal Relations, and Academic Task Achievement; and (d) Mother's Authority with both Academic and Nonacademic Task Achievement.

The correlations ranged between .10 and .22. The highest (.22) were between Aggression and Story Seven Interpersonal Relations, at both age levels.

All individual Coping Effectiveness ratings were significantly correlated with the Coping Effectiveness Total Score. The stories which contributed the most to the Total Score were Aggression (.47, .47). Mother's Authority (.43, .52), and Story Seven Interpersonal Relations (.46, .47). The Total Score appeared to be a fairly good representation of the Coping Effectiveness dimension.

In summary, there was fairly good evidence substantiating the hypothesis, with twenty-nine of fifty-six correlations turning out as predicted. The evidence was better in the fourteen-year-old sample, with eighteen of twenty-eight correlations significant (compared to eleven of twenty-eight in the ten-year-old sample). Thus, while there may be some question as to ten-year-old evidence, the fourteen-year-old evidence does substantiate the hypothesis that coping skill tends to be a generalized characteristic (in the stories the children told). Mother's Authority and Story Seven Interpersonal Relations appeared to be the best representatives of the Coping Effectiveness dimension as they (a) were more frequently correlated with other Coping Effectiveness ratings and (b) correlated with the Total Coping score to a greater degree.

Hypotheses 22 - 23: There will be a positive relationship among the measures of the same Story Completion Affect dimension across the different behavior areas.

Affect Expressed In Conjunction With The Problem

Of the fifty-six correlations examined, seventeen were significant in the predicted direction. Of these, eight were significant in the ten-year-old sample and nine in the fourteen-year-old group.

Of these, eight (or four pairs) were significant in both age groups. These were (a) Anxiety with Story Four Interpersonal Relations; (b) Mother's Authority with Story Seven Interpersonal Relations; (c) Story Four Interpersonal Relations with Academic Task Achievement; and (d) Story Seven Interpersonal Relations with Nonacademic Task Achievement. Significant at age ten only were the relationships between (a) Aggression and Story Seven Interpersonal Relations; (b) Father's Authority with Academic Task Achievement; and (c) Anxiety and both Story Seven Interpersonal Relations and Nonacademic Task Achievement. Significant at age fourteen only were the relationships between: (a) Anxiety and Academic Task Achievement; (b) Father's Authority and Nonacademic Task Achievement; (c) Academic Task Achievement and both Mother's Authority and Story Seven Interpersonal Relations; and (d) Story Four Interpersonal Relations and Nonacademic Task Achievement.

The correlations ranged between .10 and .18. The highest (.18) was between Mother's Authority and Story Seven Interpersonal Relations in the ten-year-old sample.

All but one of the sixteen correlations with the Total Score were significant in both age samples. The one exception was in the fourteen-year-old sample where the Aggression Total did not significantly correlate with the Total Score. The highest contribution to the Total Score was from the Anxiety story (.51, .45) followed by Story Seven Interpersonal Relations (.42, .41). The latter was also the most frequently correlated with Affect scores from other stories.

In summary, the evidence to substantiate the Affect hypothesis was not as good as the evidence for other Story Completion dimensions, with only seventeen of fifty-six correlations significant, and most of the correlations rather low. There was no age difference in the number of significant correlations. Again, it is probable that the expression of Affect may depend on the specific nature of the problem to a greater extent than does the use of specific Coping Styles.

Affect Expressed In Conjunction With The Outcome

Of the fifty-six correlations examined, only ten were significant. Of these, five were significant in the ten-year-old sample, and five in the fourteen-year-old sample.

There were four correlations (two pairs) which were significant at both age levels. These were: (a) Aggression with Story Four Interpersonal Relations; and (b) Story Seven Interpersonal Relations with Nonacademic Task Achievement.

Significant at age ten only were the relationships of: (a) Aggression with Father's Authority; (b) Anxiety with Nonacademic Task Achievement; and (c) Story Seven Interpersonal Relations with Academic Task Achievement. Significant at age fourteen only were the relationships of: (a) Aggression with Nonacademic Task Achievement; and (b) Mother's Authority with both Story Four Interpersonal Relations and Academic Task Achievement.

The correlations ranged between .10 and .17. The highest (.17) was between Aggression and Story Four Interpersonal Relations in the fourteen-year-old sample.

Of the sixteen correlations with the Affect Total score, fourteen were significant in the predicted direction. The greatest contribution was from Story Four Interpersonal Relations (.42, .41) followed by Story Seven Interpersonal Relations (.42, .37).

In summary, the data did not lend very good support to this hypothesis at either age level. Evidently, affect expressed upon resolution (or nonresolution) of the problem depends on the nature of the problem and, naturally, upon the type of solution conceived by the subject.

Hypothesis 24: There will be positive relationships among the Story Completion Total Affect measures and the Total Coping Style measures.

Of the twenty correlations examined, all twenty were highly significant (ten in each age group).

The correlations ranged between .22 and .62. The highest correlations (.62, .61) were between Total Coping Effectiveness and Total Affect Expressed In Conjunction With The Outcome.

This hypothesis was verified in each age group. This indicates that the more effectively the problem is solved, the less negative is the affect expressed by the hero (or, in some cases, the more he expresses positive affect).

Hypotheses 25 - 26: There will be positive relationships among measures of the same Coping Style construct, in the same behavior areas, across the two projective instruments.

Engagement

Of the sixteen correlations examined which pertained directly to this hypothesis, only one was significant. This was between Story Seven Interpersonal Relations and Sentence Completion Interpersonal Relations in the fourteen-year-old sample (.10). At the fourteen-year-old level there was a significant correlation between the Sentence and Story Completion Engagement Total scores (.20).

In conclusion, this hypothesis was not supported by the data in either age group. The two instruments present different problem structures, and the response possibilities also differ, so that the Engagement score does not measure the same thing in the same way in the two different instruments.

Coping Effectiveness

Of the sixteen correlations examined, five were significant. Of these, one was significant in the ten-year-old sample and four in the fourteen-year-old sample.

There was one pair of correlations which was significant at both age levels. This was between Story Completion Mother's Authority and Sentence Completion Authority. Significant at age fourteen only were the relationships between: (a) Father's Authority and Sentence Completion Authority; and (b) Story Four and Story Seven Interpersonal Relations with Sentence Completion Interpersonal Relations.

The correlations ranged between .10 and .15 with the highest being between Story Seven Interpersonal Relations and Sentence Completion Interpersonal Relations in the fourteen-year-old sample.

Of the sixteen correlations of the Story Completion Coping Effectiveness measures with the Total Sentence Completion Coping Effectiveness score, eight were significant. Of the ten correlations of the Sentence Completion Coping Effectiveness measures with the Total Story Completion score, seven were significant. The Sentence and Story Completion Total scores were significantly correlated in both age groups.

In summary, only tentative support can be given to the hypothesis for Coping Effectiveness, and this support is in the fourteen-year-old sample only, where four of the eight correlations pertinent to the hypothesis were significant. This similarity was only in the Authority and Interpersonal Relations areas. That individual scores from one instrument were often significantly correlated with the Total Score from the other instrument indicates that the scaled data from the two instruments are measuring something similar, but identity between responses, area by area, is not consistently present.

Hypotheses 27 - 28: The Story Completion Affect measures will be positively related to the Sentence Completion Positive Affect measures and negatively related to the Sentence Completion negative Affect measures of the same behavior areas.

Story Problem Affect and Sentence Positive and Negative Affect

Of the twenty-six correlations examined (area by area correlations), only two were significant in the predicted direction. These were the correlations between Story Nonacademic Task Achievement with Sentence Completion Task Achievement Negative Affect (-.10, -.15) in both age groups.

At age ten there was a significant negative relationship between the Story Completion Total score and the Sentence Completion Total Negative Affect score, but no relationship between the Story Total Affect score and the Sentence Completion Total Positive Affect score.

In conclusion, the data did not support this hypothesis at either age level.

Story Outcome Affect and Sentence Positive and Negative Affect

Of the twenty-eight correlations examined, none were significant in the predicted direction. Also, virtually none of the individual scores from one instrument were significantly correlated with the Total Score for the other instrument.

Thus, there was no evidence to support this hypothesis at either age level. The two different methods of scaling affect used with the two instruments may have had something to do with this lack of findings for the hypothesis. This is probably also partly due to the fact that Affect may be scored along with Coping behavior for the Story Completion, but in Sentence Completion responses, they are (almost always) either Coping or Affective in nature.

Hypotheses 29 - 30: The Sentence and Story Completion Total measures of Coping Style dimension will be positively related to the SAI Coping measures and negatively related to the SAI Defensive measures.

Sentence Completion Total Coping Style x SAI Coping and Defensive Measures

Of the twenty-four correlations examined pertaining to this hypothesis, eleven were significant in the predicted direction. Of these, four were significant in the ten-year-old sample, and seven in the fourteen-year-old sample.

There were four pairs of correlations which were significant in both age groups. These were (a) between Total Stance and Active Coping; and (b) between Total Coping and Active Coping (positively related), and between Total Coping and both Active and Passive Defensive scores (negatively related).

Significant at age fourteen, only, were the following relationships: (a) between Total Stance and both Active and Passive Defensive scores, and (b) between Total Engagement and Active Coping.

The correlations ranged between .13 and .25. The highest (.25) was between Total Stance and Active Coping. Most of the higher correlations were in the fourteen-year-old sample.

Before reaching any conclusion concerning the verification of this hypothesis, the pattern of significant correlations should be reexamined. None of the six correlations involving Passive Coping were significant. Also, only one of the eight correlations involving Engagement Total was significant. Removing these twelve from the twenty-four correlations, then ten of the twelve remaining were significant. Engagement did not correlate with the SAI measures; Passive Coping did not correlate with the Sentence Completion measures. Thus, for these two scales, the hypothesis was not verified. The most consistent measure was between Total Coping and the Defensive measures where all four relationships were significantly negative.

Story Total Coping Styles x Coping and Defensive measures

Of the forty-eight correlations examined, only eight were significant in the predicted direction. There were three in the ten-year-old sample and five in the fourteen-year-old sample. Two pairs of the correlations were significant in both age groups. These were between: (a) Total Initiation and Active Defensive scores; and (b) Total Coping and Active Defensive scores. Significant at age ten, only, was the relationship between Total Stance and Passive Coping. Significant at age fourteen, only, were the relationships between Active Defensive scores and Total Engagement, Implementation, and Persistence. The correlations ranged between -.10 and .15. The highest was between Total Stance and Passive Coping in the ten-year-old sample.

In summary, with only eight of the forty-eight correlations significant, this hypothesis was not verified by the existing data. Seven of the eight correlations involved Active Defensive behavior, so that there is a greater (negative) relationship between this single scale and the Story Completion measures, than is true of the other three SAI scales.

Hypothesis 31: There will be a positive relationship between the two Story Completion Affect measures, and the Sentence Completion Total Positive Affect measure with the SAI Coping measures. There will be a negative relationship between these measures and the SAI Defensive scores. There will be a negative relationship between Sentence Completion Total Negative Affect and the SAI Coping scores, and a positive relationship with the SAI Defensive measures.

Of the thirty-two correlations examined pertaining to this hypothesis, seven were significant in the predicted direction. Of these, three were significant in the ten-year-old sample, and four in the fourteen-year-old group. Two pairs of correlations were significant at both age levels: Total Sentence Completion Negative Affect correlated with both Active and Passive Defensive behavior. Significant at age ten, only, was the negative correlation between one of the Story Completion Total Affect scales and the Active Defensive score. Significant at age fourteen, only, were: (a) a negative correlation between Sentence Completion Positive Affect and Passive Defensive behavior; and (b) between Total Sentence Completion Negative Affect and Active Coping.

The correlations ranged between .10 and .19, with the highest between Sentence Completion Negative Affect and the Passive Defensive scores at age fourteen.

In summary, with only seven out of thirty-two correlations significant, it must be concluded that the data were insufficient to verify the hypothesis. Sentence Completion Negative Affect was the scale that correlated most frequently with the SAI (five out of eight correlations), possibly indicating a rather stable relationship of these particular measures.

Hypothesis 32: The Occupational Values Intrinsic measures will be positively related with the Sentence and Story Total Coping dimension measures.

Of the one hundred and seventy-six correlations examined relating to this hypothesis, only eleven were significant in the predicted direction. (There were eleven significant, also, in the direction opposite to that predicted.) Of these eleven, two were significant in the ten-year-old sample, and nine in the fourteen-year-old sample. There were no correlations significant in both age groups.

Significant at age ten only was the relationship between both Altruism and Intellectual Stimulation with Sociability. Significant at age fourteen only were the relationships between: (a) Altruism and Sentence Completion Total Coping Effectiveness and six of the Story Completion Total scores; (b) Self-Satisfaction and Story Completion Implementation; and (c) Creativity and Story Completion Sociability.

The correlations ranged between .10 and .18. The highest was between Altruism and Story Completion Total Coping Effectiveness in the fourteen-year-old sample.

There was only one significant correlation (in the predicted direction) between Sentence and Story Total scores with the Total Intrinsic score (and this was for Sociability).

In summary, the data did not lend support to this hypothesis. Evidently, this type of value system is not related to good or poor coping behavior among the Japanese children.

Hypothesis 33: The Occupational Values Intrinsic measures will be positively related with the SAI Coping measures and negatively related with the SAI Defensive measures.

Of the sixty-four correlations examined, only six were significant in the predicted direction, two at age ten and four at age fourteen. None of the correlations with the Coping measures were significant. Significant at age ten, only, were the relationships between Passive Defensive behavior and both Intellectual Stimulation and Variety. Significant at age fourteen, only, were the relationships between Active Defensive behavior and Altruism, Self-Satisfaction, Intellectual Stimulation, and Variety.

The correlations ranged between .11 and -.19. The highest was between Altruism and Active Defensive behavior in the fourteen-year-old sample.

There was only one correlation significant in the predicted direction of the SAI with the Intrinsic Total score (and that was for the Active Defensive scores at the fourteen-year-old level).

In summary, this hypothesis must also be rejected for lack of sufficient support.

Hypothesis 34: The Occupational Values Intrinsic measures will be positively related with the two Story Completion Total Affect measures and the Sentence Total Positive Affect measure, and negatively related with the Sentence Total Negative Affect measure.

Of the sixty-four correlations examined, only three were significant in the predicted direction, one at age ten and two at age fourteen.

One pair was significant at both age levels and this was Intellectual Stimulation with one of the Story Completion Total Affect scores. Significant at age fourteen only was the relationship between Altruism and Sentence Completion Total Positive Affect. The correlations were all just barely significant (.10).

No correlation of the Affect measures with the Total Intrinsic score was significant.

In summary, this hypothesis was not verified.

Hypothesis 35: The Occupational Values Extrinsic measures will be negatively related with the Sentence and Story Total Coping dimension measures.

Of the one hundred and twenty-six correlations examined, only two were significant in the predicted direction. These were both in the fourteen-year-old sample and were between Prestige and both Sentence Completion Engagement and Story Completion Stance.

The correlations were very small (.10, .11). The hypothesis was unsupported at either age level.

Hypothesis 36: The Occupational Values Extrinsic measures will be negatively related with the SAI Coping measures and positively related with the SAI Defensive measures.

Of the fifty-six correlations examined, only two were significant in the predicted direction, both in the ten-year-old sample. They were between: (a) Surroundings and the Active Defensive score; and (b) Follow Father and Passive Coping. The correlations were rather small (-.14, .13). This hypothesis was not supported.

Hypothesis 37: The Occupational Values Extrinsic measures will be negatively related with the two Story Total Affect measures and the Sentence Total Positive Affect measure, and positively related with the Sentence Total Negative Affect measure.

Of the fifty-six correlations examined, only three were significant in the predicted direction, all three at age fourteen. These were between: (a) Story Completion Outcome Affect and both Prestige and Economic Returns; and (b) Sentence Completion Negative Affect and Associates.

The correlations were all quite small (.10, .11).

In summary, the data did not support the hypothesis.

Hypothesis 38: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be positively related with the Sentence and Story Total Coping dimension measures.

Of the fifty-four correlations examined, only seven were significant in the predicted direction, all in the fourteen-year-old sample. These were between: (a) Occupational Aspiration and four of the Story Completion scales; (b) Occupational Expectation and both Story Completion Stance and Coping Effectiveness; and (c) Educational Aspiration and Story Completion Stance.

The correlations ranged between .11 and .21. The highest was between Occupational Aspiration and Story Completion Stance.

In summary, there was insufficient support for this hypothesis, especially in the ten-year-old sample where no significant results occurred.

Hypothesis 39: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be positively related with the SAI Coping measures and negatively related with the SAI Defensive measures.

Of the twenty-four correlations examined, seven were significant in the predicted direction, three for the ten-year-old sample and four in the fourteen-year-old sample.

Three pairs of correlations were significant at both age levels. These were between Active Coping and all three Occupational and Educational measures. Significant at age fourteen, only, was the relationship between Educational Aspiration and the Active Defensive score.

The correlations ranged between -.11 and -.24.[1] The highest was between Occupational Expectation and Active Coping.

It should be noted prior to drawing any conclusions, that all correlations with Active Coping were significant. Thus, for this scale, the hypothesis was probably valid at both age levels. However, hypothesized relationships with the remainder of the SAI scales must be rejected judging from the data.

Hypothesis 40: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be positively related with the two Story Total Affect measures and the Sentence Total Positive Affect measure, and negatively related with the Sentence Total Negative Affect measure.

Of the twenty-four correlations examined, five were significant in the predicted direction. All five of these were in the fourteen-year-old sample. They were between: (a) Occupational Aspiration and both Story Completion Affect measures; (b) Occupational Expectation and both Story Completion Affect measures; and (c) Educational Aspiration and one of the Story Completion Affect measures.

The correlations ranged between .13 and .18, the highest being between Occupational Expectation and Sentence Completion Negative Affect.

With only five of the twenty-four correlations significant (all at age fourteen), the hypothesis must be totally rejected at age ten, with very questionable support given at age fourteen. Evidently, Aspirations and Expectations are not related to the expression of Affect in projective instruments.

Hypothesis 60: There will be a positive relationship among the Parent/Child Interaction items.

Some of the correlation coefficients generated for this hypothesis cannot be legitimately discussed due to the overlapping nature of the items contributing to the four scales. Only two legitimate comparisons can be made and these are: (a) between Self-Image and Parent/Child Interaction, and (b) between Mother/Child Interaction and Father/Child

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[1] These correlations were negative due to the reversed nature of the scaling for Occupational Aspiration and Expectation, and Educational Aspiration. That is, the larger numbers refer to the lower status levels, and the smaller numbers refer to the higher status levels. Thus, when positive relationships are predicted, the actual correlations will be negative.

Interaction. In both of these comparisons there were no items in common between the two scales being compared.

Of the four legitimate correlations examined, only one was significant. This was the correlation between Interaction with Father and Interaction with Mother in the ten-year-old sample. This correlation was .12.

In summary, it must be concluded that the hypothesis was not verified, especially in the fourteen-year-old group where neither correlation was significant. The single weak correlation in the ten-year-old sample did not lend much support to the hypothesis in this age group either.

Hypothesis 61: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion instrument, and a negative relationship with the Authority Negative Affect measure.

Of the forty-eight correlations examined pertinent to this hypothesis, only two were significant, both at the fourteen-year-old level.

These were between Interaction with Mother and Attitude toward Authority, and between Self-Image and Authority Engagement.

The correlations were low (.10, .12). In summary, this hypothesis cannot be supported on the basis of the existing data.

Hypothesis 62: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion instrument, and a negative relationship with the Total Negative Affect measure.

Of the forty-eight correlations examined, only six were significant. Of these, three were in the ten-year-old sample and three in the fourteen-year-old sample.

One pair was significant at both age levels. This was between Interaction with Mother and Total Coping Effectiveness.

Significant at age ten only were the relationships between Interaction with Mother and both Total Engagement and Coping Effectiveness.

Significant at age fourteen only were the relationships between Total Attitude and both Self-Image and Interaction with Mother.

The correlations ranged between .11 and .14, with five of the six correlations being with the Interaction with Mother item.

Except for the Interaction with Mother item, it cannot be concluded from the existing data that the hypothesis was verified, due to the sparsity of significant findings.

Hypothesis 63: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and the Story Completion Coping Effectiveness scores for the two Authority stories.

Of the sixteen correlations examined, only two were significant, one at age ten and the other at age fourteen. At age ten the relationship was between Interaction with Mother and the Story Completion Mother's Authority Coping Effectiveness score. At age fourteen the relationship was between Interaction with Mother and the Father's Authority Coping Effectiveness score. The correlations were .10 and .14.

Based on this evidence, it cannot be concluded that there was any evidence substantiating this hypothesis.

Hypothesis 64: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and the Attitude toward Authority measure of the Story Completion.

Of the eight correlations examined, only one was significant at the fourteen-year-old level. This was between Interaction with Mother and the Attitude toward Authority score of the Story Completion and was of the magnitude of .15.

From the data it must be assumed that the hypothesis was not verified.

Hypothesis 65: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Coping Style, Coping Effectiveness, and Affect Scale scores of the Story Completion instrument.

Of the sixty-four correlations examined pertinent to this hypothesis, only six were significant. Of these six, two were in the ten-year-old sample, and four were in the fourteen-year-old sample.

The ten-year-old correlations were between Interaction with Father and Self-Image and Total Stance. Significant at age fourteen were the correlations of Interaction with Mother with Total Engagement, Initiation, Affect Associated with Outcome, and Total Coping Effectiveness.

The correlations ranged between .11 and .16. The highest correlation was between Interaction with Father and Total Stance at age ten.

With only six of sixty-four correlations significant, it cannot be concluded that the hypothesis was verified.

Hypothesis 66: There will be a positive relationship between the Parent/Child Interaction items from the Sentence Completion and the Active and Passive Coping scores from the Social Attitudes Inventory and a negative relationship with the Active and Passive Defensive scores.

Of all thirty-two correlations examined, only one was significant at age fourteen. This was the correlation between Interaction with Mother and the Active Defensive scores (which was .10).

The data did not support the hypothesis.

Hypothesis 67: There will be a positive relationship between the Father/Child Interaction item from the Sentence Completion and the Occupational Value: "Follow Father."

Neither correlation was significant; thus, the hypothesis was not verified in either age group.

Hypothesis 68: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Intrinsic Occupational Values.

Of the seventy-two correlations examined, only two were significant (in the predicted direction), and both of these were in the fourteen-year-old sample. These were between (a) Parent/Child Interaction and Intellectual Stimulation, and (b) Interaction with Mother and Altruism.

The correlations ranged between .10 and .13. (All correlations with the Total Intrinsic score were negative, thus casting more doubt upon the hypothesis.)

In summary, it must be concluded that the hypothesis was not verified at either age level.

Hypothesis 69: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Extrinsic Occupational Values.

Of the sixty-four correlations examined only two were significant in the predicted direction. These were both in the fourteen-year-old sample and were between (a) Interaction with Mother and Economic Returns; and (b) Parent/Child Interaction and Follow Father. Both of these correlations were .11. (The three correlations with the Total Extrinsic score were all in the opposite direction from that predicted.)

In conclusion, the data did not support the hypothesis.

Hypothesis 70: There will be a negative relationship between the Father/Child Interaction item and the discrepancy scores for: (a) Father's Occupation/Child's Aspiration and (b) Father's Aspiration for Child/Child's Aspiration.
There will be a negative relationship between the Mother/Child Interaction item and the discrepancy score for Mother's Aspiration for Child/Child's Aspiration.

Of the twelve correlations examined, three were significant in the predicted direction. (Two were significant in the direction opposite from that predicted.)

All three correlations were in the ten-year-old sample. They were: (a) between Interaction with Father and the Father's Aspiration/Child's Aspiration Discrepancy score; and (b) between Interaction with Mother and both the Father's Aspiration/Child's Aspiration Discrepancy score and the Mother's Aspiration/Child's Aspiration Discrepancy score.

These correlations ranged between -.13 and -.17, the highest involving the Interaction with Father correlation.

In conclusion, there was no support for the hypothesis at the fourteen-year-old level; but three of six correlations significant in the ten-year-old sample lent some support in this age group.

PREDICTOR-CRITERION CORRELATIONS

Hypothesis 41: There will be a positive relationship between the Aptitude measure and the Achievement measures and the Total Peer BRS score.

Of the eight correlations examined, all eight were significant and fairly high.

The correlations ranged between .34 and .50. The highest correlation (.46, .50) was between Aptitude and Mathematics Achievement.

In summary, it may be safely concluded that the hypothesis was completely verified at both age levels.

Hypothesis 42: There will be a positive relationship between the Intrinsic Occupational Values and all Criterion measures.

Of the sixty-four correlations examined, twenty-seven were significant in the predicted direction. Of these, fourteen were significant in the ten-year-old sample and thirteen in the fourteen-year-old sample.

There were seven pairs of correlations (fourteen in all) that were significant at both age levels. These were: (a) Altruism with Peer BRS Summary score; (b) Self-Satisfaction with all criterion measures; and (c) Intellectual Stimulation with both Mathetmatics and Reading Achievement. Significant at age ten only were: (a) Altruism with all Achievement measures; (b) Esthetics with GPA and Total Peer BRS; and (c) Intellectual Stimulation with GPA and Total Peer BRS. Significant at age fourteen only were the relationships between: (a) Independence and all Achievement scores; and (b) Variety with Mathematics and Reading Achievement and the Peer BRS Summary score.

The correlations ranged between .10 and .23. These highest correlations were all in the ten-year-old sample and were between (a) Reading Achievement and both Self-Satisfaction and Intellectual Stimulation; and (b) Altruism with GPA.

All criterion measures were significantly correlated with the Total Intrinsic score at both age levels. These correlations were all higher in the ten-year-old sample than in the fourteen-year-old sample.

In summary, there was partial support for the hypothesis, but not for all Intrinsic values. Altruism, Self-Satisfaction, and Intellectual Stimulation, together correlated significantly nineteen times, of a possible twenty-four, with the criterion measures.

Some of the Intrinsic values were positively related to the criterion measures, and the Total Intrinsic score correlated significantly with all of the criterion measures. The hypothesis was supported, although it is too simple to represent the variations within the "Intrinsic cluster."

Hypothesis 43: There will be a negative relationship between the Extrinsic Occupational Values and the Criterion measures.

Of the fifty-six correlations examined, twenty were significant in the predicted direction. Of these, sixteen were significant in the ten-year-old sample and three in the fourteen-year-old sample.

There was only one pair of correlations significant in both age levels. These were between Economic Returns and the Peer BRS Summary score. Significant at age ten only were the relationships between: (a) Success and both Mathematics and Reading Achievement; (b) Security and both Mathematics Achievement and GPA; (c) Prestige and all criterion measures; (d) Economic Returns and all achievement measures; and (e) Follow Father with all criterion measures. Significant at age fourteen only were: (a)Success with Peer BRS Summary score; (b) Security with Reading Achievement; and (c) Surroundings with Reading Achievement.

The correlations ranged between -.10 and -.21. The highest was between Economic Returns and Reading Achievement in the ten-year-old sample.

All criterion measures were significantly negatively correlated with the Extrinsic Total score, with the correlations being higher in the ten-year-old than in the fourteen-year-old sample.

In summary, there was good evidence for support of the hypothesis in the ten-year-old sample, where sixteen of twenty-eight correlations were significant. However, there was virtually no support for the hypothesis in the fourteen-year-old sample. Also, Extrinsic Total scores all correlated significantly (and negatively) with all criterion measures. It is probably safe to conclude that the hypothesis was verified in the ten-year-old, but not in the fourteen-year-old sample.

Hypothesis 44: There will be a positive relationship between the Criterion measures and Occupational Aspiration, Occupational Expectation, and Educational Aspiration.

Of the twenty-four correlations examined, all twenty-four were significant in the predicted direction (twelve in each age group).

The correlations ranged between .15 and .46. The highest (.46) was between Educational Aspiration and Reading Achievement in the fourteen-year-old sample.

In summary, the hypothesis was completely verified in both age groups. Evidently, the higher the Achievement level, the greater the Occupational or Educational Aspiration.

Hypothesis 45: There will be a negative relationship between the Occupational Interest Discrepancy scores and the Criterion measures.

Of the thirty-two correlations tested, four were significant in the predicted direction. Three of these were found in the ten-year-old sample and one in the fourteen-year-old sample.

Significant at age ten were the relationships between (a) Subject's Aspiration/Expectation Discrepancy score and Peer BRS Summary score; and (b) Father's job/Subject's Aspiration Discrepancy score with both Reading Achievement and GPA. Significant at age fourteen was the relationship between Father's job/Subject's Aspiration Discrepancy score and Reading Achievement. The correlations ranged between -.11 and -.13.

The data were insufficient to support the hypothesis at either age level.

Hypothesis 46: There will be positive correlations between the Criterion measures and the Coping measures of the SAI, and negative correlations between the Criterion measures and the Defensive measures of the SAI.

Of the thirty-two correlations examined pertinent to the hypothesis, twelve were significant in the predicted direction. (Three were significant in the opposite direction from that predicted.) There were six correlations in the ten-year-old sample and six in the fourteen-year-old sample. There were two pairs of correlations significant in both age groups. These were (a) a positive correlations between Active Coping and the BRS Summary score; and (b) a negative correlation between the Active Defensive score and Reading Achievement. Significant at age ten, only, were the relationships between (a) Active Defensive scores and the Peer BRS Summary score; and (b) the Passive Defensive score and Reading Achievement, GPA, and the Peer BRS Summary score. Significant at age fourteen, only, were the relationships between (a) Active Coping and all achievement measures, and (b) between the Active Defensive score and GPA.

The correlations ranged between -.11 and .20. The highest (.20) was between Active Coping and Reading Achievement in the fourteen-year-old sample.

In summary, there was some support for the hypothesis, with twelve of the thirty-two correlations significant, enough to consider that there is a slight relationship between the two sets of variables.

Hypothesis 47: There will be a positive relationship between the Criterion measures and the Stance scores from the Sentence Completion.

Of the forty correlations examined, fifteen were significant in the predicted direction. Of these, six were in the ten-year-old sample, and nine in the fourteen-year-old sample. There were two pairs of correlations which were significant in both age groups. These were between Aggression Stance and both Mathematics Achievement and GPA. Significant in the ten-year-old sample, only, were the relationships between Authority Stance and all criterion measures. Significant at the fourteen-year-old level, only, were the relationships between: (a) Aggression Stance and Reading Achievement; (b) Interpersonal Relations Stance and both Reading Achievement and BRS Summary score; and (c) Task Achievement Stance and all criterion measures.

The correlations ranged between .10 and .24. The highest was between Authority Stance and Reading Achievement in the ten-year-old sample.

Six of the eight correlations of the criterion measures with the Total Stance scores were significant.

In conclusion, there was a bit more evidence to favor the hypothesis in the fourteen-year-old sample (nine of twenty significant) than in the ten-year-old sample (six of twenty). The hypothesis was barely supported in the ten-year-old sample; a little more firmly supported in the fourteen-year-old group.

Hypothesis 48: There will be a positive relationship between the Criterion measures and the Sentence Completion Engagement scores.

Of the forty correlations examined pertaining to this hypothesis, eleven were significant in the predicted direction. (Three were significant in the opposite direction.) Of these, eight were significant in the ten-year-old sample, and three in the fourteen-year-old group. There was one pair of correlations significant in both age groups. This was between Interpersonal Relations Engagement and GPA. Significant in the ten-year-old sample, only, were the following relationships: (a) between Aggression Engagement and GPA; (b) between Authority

Engagement and all criterion measures; and (c) between Interpersonal Relations Engagement and both Mathematics and Reading Achievement. Significant at age fourteen, only, were (a) Aggression Engagement with Reading Achievement; and (b) Task Achievement Engagement with Reading Achievement.

The correlations ranged between .10 and .17. The highest were: (a) Authority with Reading Achievement, and (b) Interpersonal Relations with GPA in the ten-year-old sample.

Only one of the criterion measures correlated with the Total Engagement score, and this was just barely significant.

In summary, this hypothesis found insufficient support in the fourteen-year-old sample and marginal support (eight of twenty) in the ten-year-old sample.

Hypothesis 49: There will be a positive relationship between the Criterion measures and the Sentence Completion Coping Effectiveness scores.

Of the forty correlations examined, twenty-one were significant in the predicted direction. Of these, eleven were significant in the ten-year-old sample and ten in the fourteen-year-old sample. Of these, six pairs of correlations (twelve in all) were significant in both age groups. These were: (a) Aggression Coping with both Mathematics Achievement and GPA; (b) Interpersonal Relations Coping with both Reading Achievement and GPA; and (c) Task Achievement Coping with both GPA and Peer BRS Summary score. Significant at age ten only were the following: (a) Authority Coping with all criterion measures; and (b) Interpersonal Relations Coping with Mathematics Achievement. Significant at age fourteen only were the relationships between: (a) Aggression Coping and Reading Achievement; (b) Interpersonal Relations and BRS Summary score; and (c) Task Achievement Coping and both Mathematics and Reading Achievement.

The correlations ranged between .10 and .25. The highest (.25) was between Authority Coping and Reading Achievement in the ten-year-old sample.

All criterion measures correlated significantly with the Total Coping Effectiveness score, with the higher correlations being in the ten-year-old sample.

In conclusion, there was greater support for the hypothesis where Coping Effectiveness was the issue, than for Stance or Engagement. Anxiety Coping Effectiveness did not correlate at all with the criterion measures. Eliminating this dimension, twenty-one of thirty-two correlations were significant. Evidently, reactions to problems that arouse anxiety are not as related to academic achievement, for these Japanese children, as are their reactions in the other four areas of behavior.

Hypothesis 50: There will be a positive relationship between the Criterion measures and the Sentence Completion Attitude measures.

Of the twenty-four correlations examined, seven were significant in the predicted direction. Of these, four were significant in the ten-year-old sample and three in the fourteen-year-old sample. Three pairs of these correlations were significant in both age samples. These were: Task Achievement Attitude with Reading Achievement, GPA, and Peer BRS Summary score. Significant at age ten, only, was the correlation between Mathematics Achievement and Task Achievement.

The correlations ranged between .10 and .25. The highest was between Task Achievement Attitude and GPA in the ten-year-old sample.

Three of the criterion measures were correlated with the Attitude Total score in the ten-year-old sample.

All seven significant correlations involved Task Achievement Attitude. Thus, it can be said that the hypothesis held good for this measure, but not for the Authority or Interpersonal Relations Attitude measures.

Hypothesis 51: There will be a positive relationship between the Criterion measures and the Sentence Completion Positive Affect scores, and a negative relationship with the Sentence Completion Negative Affect scores.

Of the seventy-two correlations examined, only eight were significant in the predicted direction. Of these, six were in the ten-year-old sample and two in the fourteen-year-old sample. Significant at age ten only were the following relationships: (a) Authority Positive Affect with all criterion measures; and (b) Total Positive Affect with both GPA and the Peer BRS Summary score. Significant at age fourteen only were the following relationships: (a) Aggression Negative Affect with Reading Achievement; and (b) Interpersonal Relations Negative Affect with the Peer BRS Summary score.

In summary, there was not sufficient evidence to support this hypothesis at either age level, though there was greater support in the ten-year-old than in the fourteen-year-old sample. All ten-year-old correlations involved Positive Affect, while the two fourteen-year-old correlations both involved Negative Affect. Ten-year-olds more frequently gave positive affective responses.

Hypothesis 52: There will be a positive relationship between the Criterion measures and the Story Completion Engagement scores.

Of the fifty-six correlations examined, only nine were significant in the predicted direction. Of these, six were in the ten-year-old sample and three in the fourteen-year-old sample.

Significant at age ten, only, were the following relationships: (a) Aggression Engagement with all achievement measures; (b) Anxiety Engagement with Mathematics Achievement; and (c) Academic Task Achievement Engagement with both Reading Achievement and the Peer BRS Summary score. Significant in the fourteen-year-old sample, only, were the following: (a) Aggression Engagement with the Peer BRS Summary score; and (b) Story Seven Interpersonal Relations Engagement with both Mathematics Achievement and GPA.

The correlations ranged between .10 and .24. The highest was between Aggression and Reading Achievem in the ten-year-old sample.

None of the criterion measures were correlated with the Total Engagement score.

In summary, the data did not support this hypothesis in either age group.

Hypothesis 53: There will be a positive relationship between the Criterion measures and the Story Completion Initiation scores.

Of the sixty-four correlations examined, fifteen were significant in the predicted direction. Of these, seven were in the ten-year-old sample, and eight in the fourteen-year-old sample.

There was one pair of correlations significant at both age levels. This was between Aggression Initiation and GPA. Significant at age ten only were the following relationships: (A) between Aggression Initiation and both Mathematics and Reading Achievement; (b) between Mother's Authority Initiation and Mathematics Achievement; and (c) between Academic Task Achievement Initiation and all achievement measures. Significant in the fourteen-year-old sample only were the following relationships: (a) Aggression Initiation with the Peer BRS Summary score; (b) Anxiety Initiation with both Reading Achievement and GPA; and (c) Story Seven Interpersonal Relations Initiation with all criterion measures.

The correlations ranged between .10 and .25. The highest was between Aggression Initiation and Reading Achievement in the ten-year-old sample.

None of the criterion measures were significantly correlated with the Total Initiation score.

In summary, there was not very good support for the hypothesis, with only fifteen of the sixty-four correlations significant. The Aggression Initiation score was the most highly related to the criterion measures, with five of the eight correlations being significant. This was followed by Story Seven Interpersonal Relations (four) and Academic Task Achievement (three).

Hypothesis 54: There will be a positive relationship between the Criterion measures and the Story Completion Implementation scores.

Of the fifty-six correlations examined, fifteen were significant in the predicted direction. Of these, nine were in the ten-year-old sample and six in the fourteen-year-old sample.

There were two pairs of correlations which were significant in both age groups. These were between Aggression Implementation and both GPA and the Peer BRS Summary score. Significant at age ten only were the following relationships: (a) Aggression Implementation with both Mathematics and Reading Achievement; (b) Authority Implementation with all achievement measures; and (c) Story Four Interpersonal Relations with both GPA and the BRS Summary score. Significant at age fourteen only were the following relationships: (a) Story Four Interpersonal Relations with Mathematics Achievement; and (b) Story Seven Interpersonal Relations with Mathematics Achievement, GPA, and the Peer BRS Summary score.

The correlations ranged between .10 and .24. The highest was for Aggression Implementation with Reading Achievement in the ten-year-old sample.

Only one of the eight correlations with the Total Implementation score was significant, and that was for GPA at age ten.

In summary, with only fifteen of fifty-six correlations significant, there was rather weak support for the hypothesis with somewhat more support in the ten-year-old than in the fourteen-year-old group. Again, the Aggression story correlated more frequently with the criterion measures than did any other story.

Hypothesis 55: There will be a positive relationship between the Criterion measures and the Story Completion Persistence scores.

Of the fifty-six correlations examined, fourteen were significant in the predicted direction. Of these, nine were in the ten-year-old sample and five in the fourteen-year-old sample.

There were six correlations (three pairs) which were significant in both age groups. These were: (a) Aggression with both Mathematics Achievement and GPA; and (b) Story Seven Interpersonal Relations with Mathematics Achievement. Significant at age ten only were: (a) Aggression with both Reading Achievement and the Peer BRS Summary score; (b) Authority with Reading Achievement; (c) Story Four Interpersonal Relations with both GPA and the Peer BRS Summary score; and (d) Story Seven Interpersonal Relations with Reading Achievement. Significant at age fourteen only were: (a) Anxiety with Mathematics Achievement; and (b) Story Seven Interpersonal Relations with the Peer BRS Summary score.

The correlations ranged between .10 and .22. The highest was, once again, between Aggression and Reading Achievement at age ten.

None of the criterion measures were significantly correlated with the Total Persistence score.

In summary, as with Implementation discussed earlier, there was rather weak support for the Persistence hypothesis, with slightly more support at age ten than at age fourteen. Again, Aggression was more frequently correlated with the criterion measures than were the Persistence measures in the other stories.

Hypothesis 56: There will be a positive correlation between the Criterion measures and the Story Completion Coping Effectiveness measures.

Of the sixty-four correlations examined, only eleven were significant in the predicted direction. Of these, five were at age ten and six at age fourteen. Significant at the ten-year-old level only were the following relationships: (a) Aggression Coping with both Reading Achievement and GPA; and (b) Mother's Authority Coping with all achievement measures. Significant at age fourteen only were the following relationships: (a) Anxiety with both Mathematics Achievement and GPA; and (b) Interpersonal Relations (Story Seven) with all criterion measures.

The correlations ranged between .11 and .23. The highest was, again, Aggression Coping with Reading Achievement at age ten.

None of the criterion measures were significantly correlated with the Total Coping Effectiveness score.

In summary, with only eleven of sixty-four correlations significant, it cannot be concluded that there was general support for the hypothesis at either age level.

Hypothesis 57: There will be a positive relationship between the Criterion measures and the Story Completion Affect Expressed In Conjunction With The Problem.

Of the sixty-four correlations examined, only two were significant in the predicted direction. (There were eight significant in the direction opposite from that predicted.)

Both of these were at the ten-year-old level and were between Reading Achievement and both Aggression and Story Seven Interpersonal Relations. The correlations were between .11 and .18 with the Aggression x Reading Achievement relationship highest, again.

No criterion measure correlated significantly (in the predicted direction) with the Total Score (though there were four correlations in the opposite direction).

In conclusion, this hypothesis was not verified at all by the data.

Hypothesis 58: There will be a positive relationship between the Criterion measures and the Story Completion Affect Expressed In Conjunction With The Outcome.

Of the sixty-four correlations examined, only four were significant in the predicted direction (three in the opposite direction). Of these, two were in the ten-year-old sample and two in the fourteen-year-old sample. Significant at age ten only were the relationships between Mother's Authority and both Mathematics and Reading Achievement. Significant at age fourteen only were the relationships of: (a) Mother's Authority with the Peer BRS Summary score; and (b) Story Four Interpersonal Relations with Reading Achievement.

The correlations ranged between .10 and .11. None of the criterion measures were significantly correlated with the Outcome Affect Total Score.

It must be concluded that there was no support for this hypothesis, in either age group.

Hypothesis 71: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Aptitude and Achievement measures.

Of the thirty-two correlations examined, none of them were significant in the predicted direction; thus, the hypothesis must be rejected.

Hypothesis 72: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and both the Peer BRS Authority item and the Peer BRS Summary score.

Of the sixteen correlations examined, none were significant in the predicted direction; thus, the hypothesis must be rejected.

Hypothesis 73: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and both the Self-Rating Authority score and the Summary score.

Of the sixteen correlations examined, only two were significant in the predicted direction, both in the ten-year-old sample. These were between Self-Image and both the Authority Self-Rating and the Summary Self-Rating. The correlations were .12 and .14.

The data did not support this hypothesis.

FIGURE 3

JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 1: There will be positive relationships among the achievement criterion measures.

INSTRUMENTS: Math-Reading-Grade Point Average
VARIABLES: Same

		2		3		4	
		MATH		READING		G.P.A.	
		10	14	10	14	10	14
2	MATH			.62	.65	.55	.73
3	READING	.62	.65			.59	.58
4	GRADE POINT AVERAGE	.55	.73	.59	.58		

HYPOTHESIS 2: There will be positive relationships among the achievement and the Peer BRS criterion measures.

INSTRUMENTS: Math-Reading-Grade Point Average Peer BRS
VARIABLES: Same

		5		6		7		8		9		10		11		12	
		BRS 1		BRS 2		BRS 3		BRS 4		BRS 5		BRS 6		BRS 7		BRS 1 - 4	
		TA - A		TA - NA		AUTHORITY		IPR		ANXIETY		AGGRESSION		AGGRESSION		TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2	MATH	.53	.76	.45	.49	.40	.53	.38	.55	.34	.49	.36	.68	.42	.57	.48	.67
3	READING	.57	.62	.50	.39	.46	.42	.48	.37	.42	.42	.37	.55	.45	.43	.55	.53
4	GRADE POINT AVERAGE	.76	.80	.69	.53	.61	.56	.60	.55	.48	.56	.50	.73	.66	.61	.73	.71

HYPOTHESIS 3: There will be positive relationships among the intrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Intrinsic Values

		21		22		23		24		26		27		28		34	
		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.	
		ALTRUISM		ESTHETICS		INDEPEN.		MANAGEMENT		SELF-SATIS		INTEL.STIM		CREATIVITY		VARIETY	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
21	ALTRUISM				-.10	-.17	-.16				.12						
22	ESTHETICS		-.10					-.15	-.20	-.10		-.11					
23	INDEPENDENCE	-.17	-.16					.15	.16					-.10			
24	MANAGEMENT			-.15	-.20	.15	.16			-.30	-.19	-.24	-.20		-.13	-.17	-.18
26	SELF-SATISFACTION		.12	-.10				-.30	-.19			.25				.16	.15
27	INTELLECTUAL STIMULATION			-.11				-.24	-.20	.25				.12	.11	.27	.40
28	CREATIVITY					-.10			-.13			.12	.11				.12
34	VARIETY							-.17	-.18	.16	.15	.27	.40		.12		
36	INTRINSIC TOTAL	.31	.27	.30	.35	.23	.28			.33	.34	.49	.44	.39	.41	.43	.53

HYPOTHESIS 4: There will be positive relationships among the extrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Extrinsic Values

		25		29		30		31		32		33		35	
		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.		OCC. VAL.	
		SUCCESS		SECURITY		PRESTIGE		ECON. RET.		SURROUND.		ASSOCIATES		FOL.FATHER	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
25	SUCCESS					.28	.41	.29	.47		-.18	-.16	-.25		
29	SECURITY					-.15	-.24	-.12		.10	.33				
30	PRESTIGE	.28	.41	-.15	-.24			.21	.31	-.22	-.29	-.22	-.20		-.21
31	ECONOMIC RETURNS	.29	.47	-.12		.21	.31			-.17	-.13	-.10			-.10
32	SURROUNDINGS		-.18	.10	.33	-.22	-.29	-.17	-.13			.13	.17	-.15	
33	ASSOCIATES	-.16	-.25			-.22	-.20	-.10		.13	.17			-.10	
35	FOLLOW FATHER						-.21		-.10	-.15		-.10			
37	EXTRINSIC TOTAL	.53	.51	.26	.40	.35	.31	.46	.53	.18	.31	.20	.26	.36	.19

FIGURE 3

JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 5: There will be negative relationships among the intrinsic and extrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Intrinsic and Extrinsic Values

	21 OCC. VAL. ALTRUISM		22 OCC. VAL. ESTHETICS		23 OCC. VAL. INDEPEN.		24 OCC. VAL. MANAGEMENT		26 OCC. VAL. SELF-SATIS		27 OCC. VAL. INTEL.STIM		28 OCC. VAL. CREATIVITY		34 OCC. VAL. VARIETY		36 INTRINSIC TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
25 SUCCESS	-.22	-.29	-.13	-.19	-.15		.14	.33	-.24	-.34	-.33	-.31	-.18	-.18	-.23	-.36	-.53	-.51
29 SECURITY		.13	-.17	-.15	-.14	-.22		-.20			-.11	-.18	-.16	-.25		-.22	-.26	-.40
30 PRESTIGE	-.24	-.25							-.16	-.25	-.27	-.25			-.17	-.21	-.36	-.31
31 ECONOMIC RETURNS	-.27	-.40	-.16	-.19			.30	.24	-.25	-.30	-.30	-.21	-.21	-.25	-.29	-.27	-.46	-.53
32 SURROUNDINGS	.17	.18		-.15	-.16	-.27	-.16	-.23					-.20	-.20		-.16	-.18	-.31
33 ASSOCIATES		-.11					-.16	-.23					-.15	-.11		-.14	-.19	-.26
35 FOLLOW FATHER	-.13		-.18	-.22	-.10				-.11		-.12	-.15			-.13		-.36	-.19
37 EXTRINSIC TOTAL	-.31	-.26	-.30	-.35	-.23	-.28			-.33	-.34	-.49	-.44	-.38	-.41	-.43	-.53	-1.0	-1.0

HYPOTHESIS 6: There will be positive relationships among the status levels of occupational aspiration, occupational expectation, and educational aspiration measures.

INSTRUMENTS: Occupational Interests
VARIABLES: Occupational Aspiration, Occupational Expectation, & Educational Aspiration

	38* OCC. ASPIRATION		39* OCC. EXPECT.		109* ED. ASPIRATION	
	10	14	10	14	10	14
38 OCCUPATIONAL ASPIRATION			.65	.69	.27	.52
39 OCCUPATIONAL EXPECTATION	.65	.69			.29	.53
109 EDUCATIONAL ASPIRATION	.27	.52	.29	.53		

*Remember that these Variables are reversed. Thus any correlations involving these Variables if positive, are actually negative correlations and if negative are actually positive correlations.

HYPOTHESIS 7: There will be positive relationships among the Occupational Interests discrepancy measures.

INSTRUMENTS: Occupational Interests
VARIABLES: Discrepancy Measures

	40 OCC.INT. EXP./ASP.		41 OCC.INT. F.OCC./ASP		42 OCC.INT. F.ASP/ASP.		43 OCC.INT. M.ASP/ASP	
	10	14	10	14	10	14	10	14
40 EXPECTATION/ ASPIRATION			.47	.48	.56	.51	.52	.54
41 FATHER OCC. ASPIRATION	.47	.48			.54	.53	.45	.44
42 FATHER ASP./ ASPIRATION	.56	.51	.54	.53			.77	.81
43 MOTHER ASP./ ASPIRATION	.52	.54	.45	.44	.77	.81		

HYPOTHESIS 8: There will be: (1) a positive relationship between the SAI active and passive coping measures, (2) a positive relationship between the SAI active and passive defensive measures, and (3) a negative relationship among the SAI coping and defensive measures.

INSTRUMENTS: Social Attitudes Inventory
VARIABLES: Active and Passive Coping and Defensive Measures

	44 SAI ACT. COP.		45 SAI PASS. COP.		46 SAI ACT. DEFEN		47 SAI PASS.DEFEN	
	10	14	10	14	10	14	10	14
44 ACTIVE COPING			.19	.15			-.12	-.22
45 PASSIVE COPING	.19	.15					.23	.27
46 ACTIVE DEFENSIVE							.29	.24
47 PASSIVE DEFENSIVE	-.12	-.22	.23	.27	.29	.24		

HYPOTHESIS 9: There will be positive relationships among the measures of the same Sentence Completion coping style variables across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Stance

	48 STANCE AGGRESSION		54 STANCE AUTHORITY		60 STANCE ANXIETY		66 STANCE IPR		73 STANCE TASK ACH.	
	10	14	10	14	10	14	10	14	10	14
48 AGGRESSION			.15	.16		.14		.18		
54 AUTHORITY	.15	.16			.12	.10		.19		.12
60 ANXIETY		.14	.12	.10				.15	.12	.12
66 INTERPERSONAL RELATIONS		.18		.19		.15				.16
73 TASK ACHIEVEMENT				.12	.12	.12		.16		
80 STANCE TOTAL	.39	.47	.63	.60	.44	.47	.40	.54	.62	.66

FIGURE 3
JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 10: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Engagement

	49 ENGAGEMENT AGGRESSION		55 ENGAGEMENT AUTHORITY		61 ENGAGEMENT ANXIETY		67 ENGAGEMENT IPR		74 ENGAGEMENT TASK ACH.	
	10	14	10	14	10	14	10	14	10	14
49 AGGRESSION				-.12						
55 AUTHORITY		-.12							-.10	
61 ANXIETY										
67 INTERPERSONAL RELATIONS									-.10	
74 TASK ACHIEVEMENT			-.10				-.10			
81 ENGAGEMENT TOTAL	.25	.22	.44	.40	.43	.50	.42	.48	.55	.57

HYPOTHESIS 11: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Coping Effectiveness

	50 COP. EFF. AGGRESSION		56 COP. EFF. AUTHORITY		62 COP. EFF. ANXIETY		68 COP. EFF. IPR		75 COP. EFF. TASK ACH.	
	10	14	10	14	10	14	10	14	10	14
50 AGGRESSION			.22	.16		.16	.16	.22	.10	
56 AUTHORITY	.22	.16			.18	.13	.26	.23	.19	.27
62 ANXIETY		.16	.18	.13			.11		.11	.13
68 INTERPERSONAL RELATIONS	.16	.22	.26	.23	.11				.20	.24
75 TASK ACHIEVEMENT	.10		.19	.27	.11	.13	.20	.24		
82 COPING EFF. TOTAL	.42	.45	.73	.73	.49	.48	.57	.54	.59	.64

HYPOTHESIS 12: There will be positive relationships among the Sentence Completion attitude measures across behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Attitude Measures

	53 ATTITUDE AUTHORITY		65 ATTITUDE IPR		72 ATTITUDE TASK ACH.	
	10	14	10	14	10	14
53 AUTHORITY			.21	.32	.25	.16
65 INTERPERSONAL RELATIONS	.21	.32			.11	.18
72 TASK ACHIEVEMENT	.25	.16	.11	.18		
79 ATTITUDE TOTAL	.71	.71	.70	.74	.62	.61

HYPOTHESIS 13: There will be positive relationships among measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Negative Affect

	51 NEG. AFF. AGGRESSION		57 NEG. AFF. AUTHORITY		69 NEG. AFF. IPR		76 NEG. AFF. TASK ACH.	
	10	14	10	14	10	14	10	14
51 AGGRESSION			.21	.16	.13	.18	.11	
57 AUTHORITY	.21	.16			.29	.19	.22	.24
69 INTERPERSONAL RELATIONS	.13	.18	.29	.19			.24	.19
76 TASK ACHIEVEMENT	.11		.22	.24	.24	.19		
83 NEG. AFF. TOTALS	.43	.43	.73	.73	.64	.56	.61	.63

HYPOTHESIS 14: There will be positive relationships among measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Positive Affect

	59 POS. AFF. AUTHORITY		71 POS. AFF. IPR		78 POS. AFF. TASK ACH.	
	10	14	10	14	10	14
59 AUTHORITY						
71 INTERPERSONAL RELATIONS						
78 TASK ACHIEVEMENT						
100 POS. AFF. TOTAL	.69	.64	.20		.74	.80

FIGURE 3

JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 15: There will be a positive relationship between the total attitude measures and the total positive affect measure. There will be negative relationships between the total attitude measures and the total negative affect measure.

INSTRUMENTS: Sentence Completion
VARIABLES: Total Attitude and Affect Measures

		83		100		79	
		NEG. AFF. TOTAL		POS. AFF. TOTAL		ATTITUDE TOTAL	
		10	14	10	14	10	14
83	NEGATIVE AFF. TOTAL					-.24	-.22
100	POSITIVE AFF. TOTAL					.14	
79	ATTITUDE TOTAL	-.24	-.22	.14			

HYPOTHESIS 16: There will be positive relationships among the total amount of positive affect and the total attitude measure with coping score totals. There will be negative relationships among the total amount of negative affect expressed and the total attitude mean with the coping score totals.

INSTRUMENTS: Sentence Completion
VARIABLES: Affect & Attitude by Coping Totals

		100		83		79	
		POSITIVE TOTAL		NEGATIVE TOTAL		ATTITUDE TOTAL	
		10	14	10	14	10	14
80	TOTAL STANCE	.14	.11	-.51	-.62	.31	.27
81	ENGAGEMENT			-.33	-.29	.16	.22
82	COPING	.25	.21	-.76	-.81	.37	.31

HYPOTHESIS 17: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Engagement

		148		154		137		138		125		126		111		119	
		Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6	
		AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
148	AGGRESSION			-.13		.10		.14	.20			.13	.14				
154	ANXIETY	.13						.14				.11					
137	AUTHORITY	.10	.12						.15				.10		.11		
138	AUTHORITY	.14	.20	.14								.13	.11	.11			
125	INTERPERSONAL RELATIONS		.15													.15	
126	INTERPERSONAL RELATIONS	.13	.14	.11			.10	.13	.11								.17
111	ACADEMIC TASK ACH.						.11	.11									
119	NONACADEMIC TASK ACH.									.15			.17				
90	ENGAGEMENT TOTAL	.45	.47	.51	.35	.42	.49	.42	.48	.26	.34	.38	.42	.30	.28	.34	.38

HYPOTHESIS 18: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Initiation

		149		155		139		140		127		128		112		120	
		Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6	
		AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
149	AGGRESSION					.10			.13		.15	.11	.17		.11		
155	ANXIETY																
139	AUTHORITY	.10											.13				
140	AUTHORITY		.13										.13				
127	INTERPERSONAL RELATIONS		.15													.14	
128	INTERPERSONAL RELATIONS	.11	.17				.13		.13								.13
112	ACADEMIC TASK ACH.		.11														
120	NONACADEMIC TASK ACH.									.14			.13				
91	INITIATION TOTAL	.45	.46	.20	.28	.50	.50	.38	.41	.31	.37	.4[illegible]	.48	.12	.13	.41	.39

FIGURE 3
JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 19: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Implementation

		150		156		141		129		130		113		121	
		Story 8		Story 5		Story 10		Story 4		Story 7		Story 1		Story 6	
		AGGRESSION		ANXIETY		AUTHORITY		IPR		IPR		A - TA		NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
150	AGGRESSION					.13	.16		.21	.12	.14				
156	ANXIETY					.15						.11		.12	
141	AUTHORITY	.13	.16	.15						.12	.14				.10
129	INTERPERSONAL RELATIONS		.21				.14				.12			.14	
130	INTERPERSONAL RELATIONS	.12	.14			.12	.14		.12					.14	.12
113	ACADEMIC TASK ACH.			.11											
121	NONACADEMIC TASK ACH.			.12			.10	.14		.14	.12				
92	IMPLEMENTATION TOTAL	.37	.37	.48	.36	.41	.44	.29	.36	.40	.46	.36	.30	.44	.34

HYPOTHESIS 20: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Persistence

		153		159		146		135		136		116		117		124	
		Story 8		Story 5		Story 10		Story 4		Story 7		Story 1		Story 1		Story 6	
		AGGRESSION		ANXIETY		AUTHORITY		IPR		IPR		A - TA		A - TA		NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
153	AGGRESSION			.11	.11				.12	.19	.14		.10		.12		.10
159	ANXIETY	.11	.11							.11							
146	AUTHORITY														.12		.17
135	INTERPERSONAL RELATIONS		.12													.13	
136	INTERPERSONAL RELATIONS	.19	.14	.11									.10				
116	ACADEMIC TASK ACH.		.10								.10			.82	.80		
117	ACADEMIC TASK ACH.		.12				.12					.82	.80				
124	NONACADEMIC TASK ACH.		.10				.17	.13			.10						
95	PERSISTENCE TOTAL	.50	.43	.38	.33	.34	.47	.23		.41	.44	.52	.61	.44	.52	.35	.41

HYPOTHESIS 21: There will be positive relationships among the measures of the same Story Completion coping style dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Coping Effectiveness

		107		104		102		108		103		106		101		105	
		Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6	
		AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
107	AGGRESSION					.15	.11	.13	.20		.17	.22	.23		.10	.11	
104	ANXIETY						.11	.13	.14			.14	.12				
102	AUTHORITY	.15	.11		.11				.10				.17		.12		
108	AUTHORITY	.13	.20	.13	.14		.10			.13	.19	.19	.19		.12		.13
103	INTERPERSONAL RELATIONS		.17					.13	.19							.17	.14
106	INTERPERSONAL RELATIONS	.22	.22	.14	.12		.17	.19	.19					.11	.12	.11	.17
101	ACADEMIC TASK ACH.		.10				.12		.12			.11	.12				
105	NONACADEMIC TASK ACH.	.11							.13	.17	.14	.11	.17				
96	COPING EFF. TOTAL	.47	.47	.42	.32	.37	.40	.43	.52	.36	.40	.46	.47	.41	.44	.39	.39

FIGURE 3
JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 22: There will be positive relationships among the measures of the same Story Completion affect dimensions across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Problem Affect

	151		157		142		143		131		132		114		122	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
151 AGGRESSION								.22			.13	.17				
157 ANXIETY									.10	.13	.15			.13	.14	
142 AUTHORITY													.15			.14
143 AUTHORITY											.18	.12		.10		
131 INTERPERSONAL RELATIONS			.10	.13									.11	.13		.14
132 INTERPERSONAL RELATIONS	.13		.15				.18	.12						.10	.10	.16
114 ACADEMIC TASK ACH.				.13	.15			.10	.11	.13		.10				
122 NONACADEMIC TASK ACH.			.14			.14				.14	.10	.16				
93 PROBLEM AFF. TOTAL	.32		.51	.45	.17	.24	.38	.39	.28	.30	.42	.41	.20	.20	.40	.40

HYPOTHESIS 23: There will be positive relationships among the measures of the same Story Completion affect dimension across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Outcome Affect

	152		158		144		145		133		134		115		123	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
152 AGGRESSION					.14				.12	.17						.11
158 ANXIETY															.15	
144 AUTHORITY	.14															
145 AUTHORITY										.14				.12		
133 INTERPERSONAL RELATIONS	.12	.17						.14								
134 INTERPERSONAL RELATIONS													.10		.16	.11
115 ACADEMIC TASK ACH.								.12			.10					
123 NONACADEMIC TASK ACH.		.11	.15								.16	.11				
94 OUTCOME AFF. TOTAL	.28	.29			.37	.30	.27	.34	.42	.41	.42	.37	.37	.33	.35	.33

HYPOTHESIS 24: There will be positive relationships among the Story Completion total affect measure and the total coping style measures.

INSTRUMENTS: Story Completion
VARIABLES: Affect Measures by Coping Style Measures

	90		91		92		95		96	
	ENGAGEMENT TOTAL		INITIATION TOTAL		IMPLEMENT. TOTAL		PERSIST. TOTAL		COPING EFF TOTAL	
	10	14	10	14	10	14	10	14	10	14
93 PROBLEM AFF.	.51	.47	.39	.35	.35	.28	.31	.22	.52	.50
94 OUTCOME AFF.	.46	.42	.41	.37	.37	.32	.33	.35	.62	.61

HYPOTHESIS 25: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Engagement by Engagement

	148		154		137		138		125		126		111		119		90	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		ENGAGEMENT	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
49 AGGRESSION												.10						
55 AUTHORITY																		
61 ANXIETY							.10	.16		.17							.10	.12
67 INTERPERSONAL RELATIONS												.10	-.13					.11
74 TASK ACHIEVEMENT								.12										
81 ENGAGEMENT TOTAL		.11						.17										.20

FIGURE 3

JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 26: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion

VARIABLES: Coping Effectiveness by Coping Effectiveness

	107		104		102		108		103		106		101		105		96	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		COPING EFF	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
50 AGGRESSION									-.13									
56 AUTHORITY	.21	.13		.10		.14	.10	.11		.14	.17	.17	.11				.15	.18
62 ANXIETY						.16				.14								.16
68 INTERPERSONAL RELATIONS	.10		.12				.11			.11		.15					.13	.14
75 TASK ACHIEVEMENT	.12		.11				.13	.13	.11								.15	.10
82 COPING EFF. TOTAL	.20	.14				.17	.16	.16		.17	.15	.20					.19	.21

HYPOTHESIS 27: The Story Completion affect measures will be positively related to the Sentence Completion affect measures and negatively related to the Sentence Completion negative affect measures of the same behavior area.

INSTRUMENTS: Sentence and Story Completion

VARIABLES: Story Problem Affect and Sentence Positive and Negative

	151		157		142		143		131		132		114		122		93	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		PROB. AFF.	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
51 NEG. AFF. AGGRESSION																		
57 NEG. AFF. AUTHORITY	-.13																	
63 NEG. AFF. ANXIETY		-.13						-.12										
69 NEG. AFF. IPR															-.10			
76 NEG. AFF. TASK ACH.						-.11									-.10	-.15		
83 NEG. AFF. TOTAL	-.10	-.13	-.10			-.13		-.11							-.11	-.12	-.11	
59 POS. AFF. AUTHORITY										.10								
71 POS. AFF. IPR																		
78 POS. AFF. TASK ACH.							.11											
100 POS. AFF. TOTAL			.11												.11			

HYPOTHESIS 28: The Story Completion affect measures will be positively related to the Sentence Completion affect measures and negatively related to the Sentence Completion negative measures of the same behavior area.

INSTRUMENTS: Sentence and Story Completion

VARIABLES: Story Outcome Affect and Sentence Positive and Negative

	152		158		144		145		133		134		115		123		94	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		OUTCOME AF	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
51 NEG. AFF. AGGRESSION			.10												.16			
57 NEG. AFF. AUTHORITY												-.11						-.12
63 NEG. AFF. ANXIETY					-.10													
69 NEG. AFF. IPR								-.11										
76 NEG. AFF. TASK ACH.																		
83 NEG. AFF. TOTAL						-.10		-.10								-.12		
59 POS. AFF. AUTHORITY									.16									
71 POS. AFF. IPR																		
78 POS. AFF. TASK ACH.														-.12				
100 POS. AFF. TOTAL														-.12				

FIGURE 3
JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 29: The Sentence and Story Completion total measures of coping style dimension will be positively related to the SAI coping measures and negatively related to the SAI defensive measures.

INSTRUMENTS: Sentence Completion and SAI
VARIABLES: Sentence Total Coping Styles by SAI Coping and Defensive Variables

	80		81		82	
	TOTAL STANCE		TOTAL ENGAGEMENT		TOTAL COPING	
SAI	10	14	10	14	10	14
44 ACTIVE COPING	.22	.25		.13	.13	.22
45 PASSIVE COPING						
46 ACTIVE DEFENSE		-.11			-.15	-.19
47 PASSIVE DEFENSE		-.21			-.14	-.23

HYPOTHESIS 30: The Sentence and Story Completion total measures of coping style dimension will be positively related to the SAI coping measures and negatively related to the SAI defensive measures.

INSTRUMENTS: Story Completion and SAI
VARIABLES: Total Coping Styles by Coping and Defensive Variables

	89		90		91		92		95		96	
	TOTAL STANCE		TOTAL ENGAGEMENT		TOTAL INITIATION		TOTAL IMPLEMENT.		TOTAL PERSIS.		TOTAL COPING	
SAI	10	14	10	14	10	14	10	14	10	14	10	14
44 ACTIVE COPING												
45 PASSIVE COPING	.15											
46 ACTIVE DEFENSE				-.10	-.14	-.11		-.1[illegible]		-.12	-.11	-.13
47 PASSIVE DEFENSE												

HYPOTHESIS 31: The SAI coping scores will be positively related with the Story Completion total affect measures, positively related with the Sentence Completion total positive affect measure, and negatively related with the Sentence Completion total negative affect measures.
The SAI defensive scores will be negatively related with the Story Completion total affect measures, negatively related with the Sentence Completion total positive affect measure, and positively related with the Sentence Completion total negative affect measure.

INSTRUMENTS: SAI, Story and Sentence Completion
VARIABLES: SAI by Affect Scores

	93		94		100		83	
	TOT. STORY PROB. AFF.		TOT. STORY OUTCOME AF.		TOT. SENT. POS. AFF.		TOT. SENT. NEG. AFF.	
	10	14	10	14	10	14	10	14
44 ACTIVE COPING								-.16
45 PASSIVE COPING								
46 ACTIVE DEFENSE	-.12						.10	.15
47 PASSIVE DEFENSE						-.10	.12	.19

HYPOTHESIS 32: The Occupational Values intrinsic measures will be positively related with the Sentence and Story total coping dimension measures.

INSTRUMENTS: Occupational Values, Story and Sentence Completion
VARIABLES: Intrinsic Values, Total Coping Measures

	21		22		23		24		26		27		28		34		36	
	OCC. VAL. ALTRUISM		OCC. VAL. ESTHETICS		OCC. VAL. INDEP.		OCC. VAL. MANAGEMENT		OCC. VAL. SELF-SATIS		OCC. VAL. INTEL.STIM		OCC. VAL. CREATIVITY		OCC. VAL. VARIETY		OCC. VAL. TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
80 SENT.COMP. STANCE															-.14			
81 SENT.COMP. ENGAGEMENT														-.10				
82 SENT.COMP. TOTAL COPING		.11													-.12			
89 STORY COMP. STANCE		-.10											-.10	-.14			-.14	
90 STORY COMP. ENGAGEMENT		.15												-.11				
91 STORY COMP. INITIATION		.15												-.14				
92 STORY COMP. IMPLEMENT.		.10			-.11					.12				-.10				
95 STORY COMP. PERSISTENCE		.13					-.10											
97 STORY COMP. SOCIABILITY	.14										.10			.16			.15	
98 STORY COMP. ATTIT. AUTH.																		
96 STORY COMP. TOTAL COPING		.18												-.12				

FIGURE 3

JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 33: The Occupational Values intrinsic measures will be positively related with the SAI coping measures and negatively related with the SAI defensive measures.

INSTRUMENTS: Occupational Values and SAI

VARIABLES: Intrinsic Values, Coping and Defense Measures

		21		22		23		24		26		27		28		34		36	
		OCC. VAL. ALTRUISM		OCC. VAL. ESTHETICS		OCC. VAL. INDEP.		OCC. VAL. MANAGEMENT		OCC. VAL. SELF-SATIS		OCC. VAL. INTEL.STIM		OCC. VAL. CREATIVITY		OCC. VAL. VARIETY		TOTAL INTRINSIC	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
44	ACTIVE COPING					-.16													
45	PASSIVE COPING						-.11					-.11						-.14	
46	ACTIVE DEFENSE		-.19					.11	.12		-.16		-.12		.11		-.12		-.12
47	PASSIVE DEFENSE											-.12				-.12			

HYPOTHESIS 34: The Occupational Values intrinsic measures will be positively related with the two Story total affect measures and the Sentence Total positive affect measures, and negatively related with Sentence total negative affect measures.

INSTRUMENTS: Occupational Values, Story & Sentence

VARIABLES: Intrinsic Values, Coping and Defense Measures

		21		22		23		24		26		27		28		34		36	
		OCC. VAL. ALTRUISM		OCC. VAL. ESTHETICS		OCC. VAL. INDEP.		OCC. VAL. MANAGEMENT		OCC. VAL. SELF-SATIS		OCC. VAL. INTEL.STIM		OCC. VAL. CREATIVITY		OCC. VAL. VARIETY		TOTAL INTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
93	STORY PROBLEM AFF.					-.10													
94	STORY OUTCOME AFF.											.10	.10						
100	SENTENCE TOT. POS. AFF.		.10																
83	SENTENCE TOT. NEG. AFF.																		

HYPOTHESIS 35: The Occupational Values extrinsic measures will be negatively related with the Sentence and Story total coping dimension measures.

INSTRUMENTS: Occupational Values, Story and Sentence Completion

VARIABLES: Extrinsic Values by Total Coping Dimension Measures

		25		29		30		31		32		33		35		37	
		OCC. VAL. SUCCESS		OCC. VAL. SECURITY		OCC. VAL. PRESTIGE		OCC. VAL. ECON. RET.		OCC. VAL. SURROUND.		OCC. VAL. ASSOCIATES		OCC. VAL. FOL.FATHER		TOTAL EXTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
80	SENTENCE STANCE																
81	SENTENCE ENGAGEMENT						-.11										
82	SENTENCE TOTAL COPING																
89	STORY STANCE	.12		.15	.14		-.10				.15					.14	
90	STORY ENGAGEMENT										.16						
91	STORY INITIATION										.13						
92	STORY IMPLEMENT.																
95	STORY PERSISTENCE																
96	STORY COPING EFF.									.10	.18						

HYPOTHESIS 36: The Occupational Values extrinsic measures will be negatively related with the SAI coping measures and positively related with the SAI defensive measures.

INSTRUMENTS: Occupational Values, SAI

VARIABLES: Extrinsic Values by Coping and Defensive Measures

		25		29		30		31		32		33		35		37	
		OCC. VAL. SUCCESS		OCC. VAL. SECURITY		OCC. VAL. PRESTIGE		OCC. VAL. ECON. RET.		OCC. VAL. SURROUND.		OCC. VAL. ASSOCIATES		OCC. VAL. FOL.FATHER		OCC. VAL. EXTRINSIC	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
44	ACTIVE COPING										-.11						
45	PASSIVE COPING													.13		.14	
46	ACTIVE DEFENSE								.19	-.14			.12				.12
47	PASSIVE DEFENSE																

FIGURE 3
JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 37: The Occupational Values extrinsic measures will be negatively related with the two Story total affect measures and the Sentence total positive affect measures, and positively with Sentence total negative affect measures.

INSTRUMENTS: Occupational Values, Story and Sentence Completion

VARIABLES: Extrinsic Values by Affect Measures

	25		29		30		31		32		33		35		37	
	OCC. VAL. SUCCESS		OCC. VAL. SECURITY		OCC. VAL. PRESTIGE		OCC. VAL. ECON. RET.		OCC. VAL. SURROUND.		OCC. VAL. ASSOCIATES		OCC. VAL. FOL.FATHER		TOTAL EXTRINSIC	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
93 STORY PROB. AFF.					.13					.11		.10				
94 STORY OUTCOME AFF.						-.10		-.11	.13	.10						
100 SENTENCE POS. AFF.																
83 SENTENCE NEG. AFF.												.10				

HYPOTHESIS 38: The status level measures of occupational aspiration, occupational expectation, and educational aspiration will be positively related with the Sentence and Story total coping dimension measures.

INSTRUMENTS: Occupational Interests, Sentence and Story Completion

VARIABLES: Occupational Aspiration, Expectation, and Educational Aspiration by Total Coping Dimension

	38*		39*		109*	
	OCC.INT. OCC.ASP.		OCC.INT. OCC.EXP.		OCC.INT. ED. ASP.	
	10	14	10	14	10	14
80 SENTENCE STANCE				-.10	-.13	
81 SENTENCE ENGAGEMENT						
82 SENTENCE TOTAL COPING				-.15	-.11	
89 STORY STANCE		.21		.19		.13
90 STORY ENGAGEMENT		.13				
91 STORY INITIATION		.11				
92 STORY IMPLEMENT.						
95 STORY PERSISTENCE						
96 STORY TOTAL COPING		.19		.15		

*Remember that these Variables are reversed. Thus, any correlations involving these Variables if positive are actually negative correlations and if negative are actually positive correlations.

HYPOTHESIS 39: The status level measures of occupational aspiration, occupational expectation, and educational aspiration will be positively related with the SAI coping measures and negatively related with the SAI defensive measures.

INSTRUMENTS: Occupational Interest, SAI

VARIABLES: Occupational Aspirations and Expectations and Educational Aspiration by Coping and Defensive Measures

	38*		39*		109*	
	OCC.INT. OCC.ASP.		OCC.INT. OCC.EXP.		OCC.INT. ED. ASP.	
SAI	10	14	10	14	10	14
44 ACTIVE COPING	-.11	-.21	-.15	-.24	-.16	-.19
45 PASSIVE COPING	.16					
46 ACTIVE DEFENSE						.12
47 PASSIVE DEFENSE						

*Remember that these Variables are reversed. Thus, any correlations involving these Variables if positive are actually negative correlations and if negative are actually positive correlations.

HYPOTHESIS 40: The status level measures of occupational aspiration, occupational expectation, and educational aspiration will be positively related with the two Story total affect measures and the Sentence total positive affect measures, and negatively related with Sentence total negative affect measures.

INSTRUMENTS: Occupational Interests, Story and Sentence Completion

VARIABLES: Occupational Aspirations and Expectations, Educational Aspirations by Affect Measures

	38*		39*		109*	
	OCC.INT. OCC.ASP.		OCC.INT. OCC.EXP.		OCC.INT. ED. ASP.	
	10	14	10	14	10	14
93 STORY PROBLEM AFF.		.17		.13		.18
94 STORY OUTCOME AFF.		.15		.15		
100 SENTENCE POSITIVE AFF.						
83 SENTENCE NEGATIVE AFF.		.12		.18		

*Remember that these Variables are reversed. Thus, any correlations involving these Variables if positive are actually negative correlations and if negative are actually positive correlations.

FIGURE 3
JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 41: There will be positive relationships between the aptitude variables and the achievement variables.

INSTRUMENTS: Achievement, Aptitude
VARIABLES: Achievement, Aptitude, Total Peer BRS

	1	
	APTITUDE	
	10	14
2 MATH	.46	.50
3 READING	.44	.45
4 GRADE POINT AVERAGE	.38	.43
12 TOTAL PEER BRS	.34	.37

HYPOTHESIS 42: There will be positive relationships between the intrinsic Occupational Values and the criterion measures.

INSTRUMENTS: Achievement, BRS, Occupational Values
VARIABLES: Achievement, Total Peer BRS, Intrinsic Occupational Values

	21		22		23		24		26		27		28		34		36	
	OCC. VAL. ALTRUISM		OCC. VAL. ESTHETICS		OCC. VAL. INDEP.		OCC. VAL. MANAGEMENT		OCC. VAL. SELF-SATIS		OCC. VAL. INTEL.STIM		OCC. VAL. CREATIVITY		OCC. VAL. VARIETY		INTRINSIC TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	.15					.16			.19	.12	.17	.10				.10	.29	.17
3 READING	.22					.17	-.17		.23	.13	.23	.12				.14	.27	.17
4 GRADE POINT AVERAGE	.23		.14			.12			.13	.15	.18						.24	.17
12 TOTAL PEER BRS	.17	.12	.12						.13	.15	.21					.10	.25	.18

HYPOTHESIS 43: There will be negative relationships between the extrinsic Occupational values and the criterion measures.

INSTRUMENTS: Achievement, BRS, Occupational Values
VARIABLES: Achievement, Total Peer BRS, Extrinsic Occupational Values

	25		29		30		31		32		33		35		37	
	OCC. VAL. SUCCESS		OCC. VAL. SECURITY		OCC. VAL. PRESTIGE		OCC. VAL. ECON. RET.		OCC. VAL. SURROUND.		OCC. VAL. ASSOCIATES		OCC. VAL. FOL.FATHER		EXTRINSIC TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	-.12		-.14		-.13	.10	-.15						-.17		-.29	-.17
3 READING	-.14			-.16	-.13		-.21			-.18	.11		-.17		-.27	-.17
4 GRADE POINT AVERAGE			-.10		-.18		-.11						-.17		-.24	-.17
12 TOTAL PEER BRS		-.12			-.15		-.15	-.12					-.19		-.25	-.18

HYPOTHESIS 44: There will be positive relationships between the status levels of occupational aspiration, occupational expectation, and educational aspiration and the criterion measures.

INSTRUMENTS: Achievement, BRS, Occupational Values
VARIABLES: Achievement, Total Peer BRS, Occupational Aspiration Expectation and Educational Aspiration

	38*		39*		109*	
	OCC. INT. OCC.ASP.		OCC.INT. OCC.EXP.		OCC.INT. ED. ASP.	
	10	14	10	14	10	14
2 MATH	-.23	-.30	-.23	-.23	-.22	-.42
3 READING	-.17	-.32	-.22	-.32	-.23	-.46
4 GRADE POINT AVERAGE	-.15	-.26	-.21	-.22	-.24	-.31
12 TOTAL PEER BRS	-.15	-.26	-.26	-.20	-.22	-.30

*Remember that these Variables are reversed. Thus, any correlations involving these Variables if positive are actually negative correlations and if negative are actually positive correlations.

FIGURE 3
JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 45: There will be negative relationships between the occupational interest discrepancy score and the criterion measures.

INSTRUMENTS: Achievement, Occupational Interest Discrepancies
VARIABLES: Achievement, Occupational Interest Discrepancies, Total Peer BRS

	40		41		42		43	
	OCC.INT.		OCC.INT.		OCC.INT.		OCC.INT.	
	EXP/ASP.		F.OCC.ASP.		F.ASP./ASP		M.ASP./ASP	
	10	14	10	14	10	14	10	14
2 MATH		.11						
3 READING			-.11	-.13				
4 GRADE POINT AVERAGE		.11	-.12					
12 TOTAL PEER BRS	.11							

HYPOTHESIS 46: There will be a positive relationship between the SAI active and passive coping measures and the criterion measures.
There will be a negative relationship between the SAI active and passive defensive measures and the criterion measures.

INSTRUMENTS: Achievement, BRS, SAI
VARIABLES: Achievement, Total Peer BRS, Active & Passive Coping & Defensive Measures

	44		45		46		47	
	SAI		SAI		SAI		SAI	
	ACT. COP.		PASS.COP.		ACT. DEFEN		PASS.DEFEN	
	10	14	10	14	10	14	10	14
2 MATH		.14	-.10					
3 READING		.20	-.13		-.17	-.14	-.16	
4 GRADE POINT AVERAGE		.13				-.13	-.11	
12 TOTAL PEER BRS	.11	.14	-.11		-.12		-.13	

HYPOTHESIS 47: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Achievement, BRS, Sentence Completion
VARIABLES: Achievement, Total Peer BRS, Stance

	48		54		60		66		73		80	
	STANCE		STANCE		STANCE		STANCE		STANCE		TOTAL	
	AGGRESSION		AUTHORITY		ANXIETY		IPR		TASK ACH.		STANCE	
	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	.11	.10	.11							.16	.11	.12
3 READING		.17	.24					.11		.14	.14	.12
4 GRADE POINT AVERAGE	.11	.12	.17			-.12				.12	.15	
12 TOTAL PEER BRS			.22			-.10		.11		.13	.13	

HYPOTHESIS 48: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Achievement, BRS, Sentence Completion
VARIABLES: Achievement, Total Peer BRS, Engagement

	49		55		61		67		74		81	
	ENGAGEMENT		ENGAGEMENT		ENGAGEMENT		ENGAGEMENT		ENGAGEMENT		ENGAGEMENT	
	AGGRESSION		AUTHORITY		ANXIETY		IPR		TASK ACH.		TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH			.12				.12					
3 READING		.14	.17				.12		-.17	.10		
4 GRADE POINT AVERAGE	.10		.12			-.10	.17	.10	-.11		.10	
12 TOTAL PEER BRS			.15									

HYPOTHESIS 49: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Achievement, BRS, Sentence Completion
VARIABLES: Achievement, Total Peer BRS, Coping Effectiveness

	50		56		62		68		75		82	
	COP.EFF.		COP.EFF.		COP.EFF.		COP.EFF.		COP.EFF.		COP.EFF.	
	AGGRESSION		AUTHORITY		ANXIETY		IPR		TASK ACH.		TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	.12	.11	.17				.18			.15	.18	.12
3 READING		.18	.25				.14	.11		.12	.18	.12
4 GRADE POINT AVERAGE	.11	.12	.22				.15	.12	.13	.11	.21	.11
12 TOTAL PEER BRS			.21					.16	.12	.10	.18	.12

FIGURE 3

JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 50: There will be a positive relationship between the Sentence Completion attitude measures and the criterion measures.

INSTRUMENTS: Achievement, BRS, Sentence Completion
VARIABLES: Achievement, Total Peer BRS, Attitude Measures

	53		65		72		79	
	ATTITUDE		ATTITUDE		ATTITUDE		ATTITUDE	
	AUTHORITY		IPR		TASK ACH.		TOTAL	
	10	14	10	14	10	14	10	14
2 MATH					.14			
3 READING					.15	.16	.11	
4 GRADE POINT AVERAGE					.25	.10	.17	
12 TOTAL PEER BRS				-.10	.19	.11	.11	

HYPOTHESIS 51: There will be a positive relationship between the Sentence Completion positive affect variables and the criterion measures. There will be a negative relationship between the Sentence Completion negative affect variables and the criterion measures.

INSTRUMENTS: Achievement, BRS, Sentence Completion
VARIABLES: Achievement Total Peer BRS, Attitude Measures

	59		71		78		100		51		57		69		76		83	
	POS. AFF.		POS. AFF.		POS. AFF.		POS. AFF.		NEG. AFF.		NEG. AFF.		NEG. AFF.		NEG. AFF.		NEG. AFF.	
	AUTHORITY		IPR		TASK ACH.		TOTAL		AGGRESSION		AUTHORITY		IPR		TASK ACH.		TOTAL	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	.15																	
3 READING	.14									-.13								
4 GRADE POINT AVERAGE	.19						.14											
12 TOTAL PEER BRS	.15						.13							-.10				

HYPOTHESIS 52: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Engagement

	148		154		138		125		126		111		119		90	
	Story 8		Story 5		Story 10		Story 4		Story 7		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		IPR		IPR		A - TA		NA - TA		ENGAGEMENT	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	.12		.11							.12			-.10			
3 READING	.24										.14					
4 GRADE POINT AVERAGE	.16									.10						
12 TOTAL PEER BRS		.11									.11					

HYPOTHESIS 53: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Initiation

	149		155		139		140		127		128		112		120		91	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		INITIATION	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	.13						.13					.14	.12					
3 READING	.25			.11								.11	.20					
4 GRADE POINT AVERAGE	.15	.14		.11								.10	.12					
12 TOTAL PEER BRS		.13										.11						

HYPOTHESIS 54: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Implementation

	150		156		141		129		130		113		121		92	
	Story 8		Story 5		Story 10		Story 4		Story 7		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		IPR		IPR		A - TA		NA - TA		IMPLEMENT.	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	.11				.11			.11		.16						
3 READING	.24				.12											
4 GRADE POINT AVERAGE	.6	.15			.10		.15			.11					.11	
12 TOTAL PEER BRS	.13	.13					.12			.11						

FIGURE 3
JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 55: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Persistence

	153		159		146		135		136		116		117		124		95	
	Story 8		Story 5		Story 10		Story 4		Story 7		Story 1		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		IPR		IPR		A - TA		A - TA		NA - TA		PERSISTENCE	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH	.14	.10		.10					.12	.11								
3 READING	.22				.11				.11				-.12					
4 GRADE POINT AVERAGE	.18	.11					.15											
12 TOTAL PEER BRS	.10						.12			.11								

HYPOTHESIS 56: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Coping Effectiveness

	107		104		102		108		103		106		101		105		96	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		COP. EFF.	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH				.11			.14					.18						
3 READING	.23						.12					.11	-.10					
4 GRADE POINT AVERAGE	.15			.11			.13					.13						
12 TOTAL PEER BRS												.13						

HYPOTHESIS 57: There will be a positive relationship between the criterion measures and the Story Completion affect dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Problem Affect

	151		157		142		143		131		132		114		122		93	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		PROB. AFF.	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH								-.12	-.11									-.15
3 READING	.18							-.11	-.13		.10			-.12				-.18
4 GRADE POINT AVERAGE									-.14									-.11
12 TOTAL PEER BRS									-.17						-.15		-.12	

HYPOTHESIS 58: There will be a positive relationship between the criterion measures and the Story Completion affect dimensions.

INSTRUMENTS: Achievement, BRS, Story Completion
VARIABLES: Achievement, Total Peer BRS, Outcome Affect

	152		158		144		145		133		134		115		123		94	
	Story 8		Story 5		Story 2		Story 10		Story 4		Story 7		Story 1		Story 6		TOTAL	
	AGGRESSION		ANXIETY		AUTHORITY		AUTHORITY		IPR		IPR		A - TA		NA - TA		OUT. AFF.	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2 MATH							.11											
3 READING							.11			.10			-.10					
4 GRADE POINT AVERAGE													-.11					
12 TOTAL PEER BRS								.11					-.12					

HYPOTHESIS 60: There will be a positive relationship among the Parent/Child Interaction items.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction of Sentence Completion

	84		85		86		87	
	SENT.COMP.		SENT.COMP.		SENT.COMP.		SENT.COMP.	
	SELF-IMAGE		INT.ACTION		MOTHER		FATHER	
	10	14	10	14	10	14	10	14
84 SELF-IMAGE					.17	.19	.52	.53
85 INTERACTION					.66	.57	.59	.58
86 MOTHER	.17	.19	.66	.57			.12	.58
87 FATHER	.52	.53	.59	.58	.12			

FIGURE 3

JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 61: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion Instrument, and a negative relationship with the Authority Negative Affect measure.

INSTRUMENTS: Sentence Completion

VARIABLES: Parent/Child Interaction items by Authority Attitude, Coping Style, Coping Effectiveness, & Positive and Negative Affect measures.

		84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
		10	14	10	14	10	14	10	14
53	AUTHORITY ATTITUDE						.12		
54	AUTHORITY STANCE								
55	AUTHORITY ENGAGEMENT		.10						
56	AUTHORITY COPING EFF.								
59	AUTHORITY POS. AFFECT								
57	AUTHORITY NEG. AFFECT								

HYPOTHESIS 62: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion Instrument and a negative relationship with the Total Negative Affect measure.

INSTRUMENTS: Sentence Completion

VARIABLES: Parent/Child Interaction items by Total Attitude, Coping Style, Coping Effectiveness, Positive Affect & Negative Affect measures.

		84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
		10	14	10	14	10	14	10	14
79	TOTAL ATTITUDE		.12				.14		
80	TOTAL STANCE					.12			
81	TOTAL ENGAGEMENT					.14			
82	TOTAL COPING EFF.					.11	.13		
100	TOTAL POS. AFFECT								
83	TOTAL NEG. AFFECT								

HYPOTHESIS 63: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and the Story Completion Coping Effectiveness scores for the two Authority stories.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction items of Sentence Completion by Story Completion Coping Effectiveness for Story 2 and Story 10

		84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
		10	14	10	14	10	14	10	14
102	STORY 2 COPING EFF.						.14		
108	STORY 10 COPING EFF.					.10			

HYPOTHESIS 64: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and the Attitude Toward Authority measures of the Story Completion.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction items of Sentence Completion by Total Attitude Toward Authority of Story Completion

		84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
		10	14	10	14	10	14	10	14
98	TOTAL ATTITUDE TOWARD AUTH.						.15		

FIGURE 3
JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 65: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Coping Style, Coping Effectiveness, and Affect Scale scores of the Story Completion Instrument.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction items of Sentence Completion by Total Coping style, Coping Effectiveness and Affect Scale scores of Story Completion

		84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
		10	14	10	14	10	14	10	14
89	TOTAL STANCE	.11						.16	
90	TOTAL ENGAGEMENT						.14		
91	TOTAL INITIATION						.15		
92	TOTAL IMPLEMENTATION								
93	TOTAL AFFECT TONE 1st								
94	TOTAL AFFECT TONE 2nd						.12		
95	TOTAL PERSISTENCE								
96	TOTAL COPING EFF.						.15		

HYPOTHESIS 66: There will be a positive relationship between the Parent/Child Interaction items from the Sentence Completion and the Active and Passive Coping scores from the Social Attitudes Inventory and a negative relationship with the Active and Passive Defensive scores.

INSTRUMENTS: Sentence Completion and Social Attitudes Inventory

VARIABLES: Parent/Child Interaction items from Sentence Completion, Active and Passive Coping and Active and Passive Defensive scores of SAI

		84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
	SAI	10	14	10	14	10	14	10	14
44	TOTAL COPING ACTIVE								
45	TOTAL COPING PASSIVE								
46	TOTAL ACTIVE DEFENS.						.10		
47	TOTAL PASSIVE DEFENS.								

HYPOTHESIS 67: There will be a positive relationship between the Father/Child Interaction item from the Sentence Completion and the Occupational Value: "Follow Father."

INSTRUMENTS: Sentence Completion and Occupational Values

VARIABLES: Father/Child Interaction item from Sentence Completion, Occupational Value: "Follow Father"

		87 SENT.COMP. FATHER	
		10	14
35	OCC. VALUE "FOLLOW FATHER"		

FIGURE 3

JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 68: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Intrinsic Occupational Values.

INSTRUMENTS: Sentence Completion and Occupational Values

VARIABLES: Parent/Child Interaction items of Sentence Completion by Intrinsic Occupational Values

		84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
	OCC. VALUES	10	14	10	14	10	14	10	14
21	ALTRUISM						.13		-.13
22	ESTHETICS								
23	INDEPENDENCE								
24	MANAGEMENT								
26	SELF-SATISFACTION								
27	INTELLECTUAL STIMULATION				.10			-.13	
28	CREATIVITY								
34	VARIETY								
36	TOTAL INTRINSIC	-.13	-.10			-.11			

HYPOTHESIS 69: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Extrinsic Occupational Values

INSTRUMENTS: Sentence Completion and Occupational Values

VARIABLES: Parent/Child Interaction items of Sentence Completion by Extrinsic Occupational Values

		84 SENT.COMP. SELF-IMAGE		85 SENT.COMP. INT.ACTION		86 SENT.COMP. MOTHER		87 SENT.COMP. FATHER	
	OCC. VALUES	10	14	10	14	10	14	10	14
25	SUCCESS								
29	SECURITY								
30	PRESTIGE								
31	ECONOMIC RETURNS					.12	-.11		
32	SURROUNDINGS								.11
33	ASSOCIATES								
35	FOLLOW FATHER	.13			-.11				
37	TOTAL EXTRINSIC	.13	.10			.11			

HYPOTHESIS 70: There will be a negative relationship between the Father/Child Interaction item and the Discrepancy scores for: (a) Father's Occupation/Child's Aspiration and (b) Father's Aspiration for Child-Child's Aspiration. There will be a negative relationship between the Mother/Child Interaction item and the discrepancy score for Mother's Aspiration for Child-Child's Aspiration.

INSTRUMENTS: Sentence Completion and Occupational Interest Inventory

VARIABLES: Sentence Completion by Occupational Interest Inventory

		87 SENT.COMP. FATHER		86 SENT.COMP. MOTHER	
	OCCUPATIONAL INTEREST	10	14	10	14
41	FATHER OCC./ ASPIRATION	.12			
42	FATHER ASP./ ASPIRATION	-.17		-.15	
43	MOTHER ASP./ ASPIRATION			-.13	.15

JAPAN TABLES OT SIGNIFICANT CORRELATIONS - STAGE I

HYPOTHESIS 71: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion Instrument and the Aptitude and Achievement measures.

INSTRUMENTS: Sentence Completion and Aptitude and Achievement

VARIABLES: Parent/Child Interaction items by Aptitude and Achievement measures

	84		85		86		87	
	SENT.COMP. SELF-IMAGE		SENT.COMP. INT.ACTION		SENT.COMP. MOTHER		SENT.COMP. FATHER	
	10	14	10	14	10	14	10	14
1 APTITUDE								
2 MATH								
3 READING	-.12						-.13	
4 GRADE POINT AVERAGE								

HYPOTHESIS 72: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and both the Peer BRS Authority item and the Peer BRS Summary Score.

INSTRUMENTS: Sentence Completion and BRS

VARIABLES: Parent/Child interaction items of Sentence Completion by Peer BRS Authority and Peer BRS Summary score

	84		85		86		87	
	SENT.COMP. SELF-IMAGE		SENT.COMP. INT.ACTION		SENT.COMP. MOTHER		SENT.COMP. FATHER	
	10	14	10	14	10	14	10	14
7 BRS PEER AUTHORITY			-.10					
12 BRS PEER SUMMARY SCORE			-.11		-.11			

HYPOTHESIS 73: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and both the Self-Rating Authority score and the Summary Score.

INSTRUMENTS: Sentence Completion and BRS

VARIABLES: Parent/Child Interaction items of Sentence Completion by Self-Rating Authority and Summary Scores

	84		85		86		87	
	SENT.COMP. SELF-IMAGE		SENT.COMP. INT.ACTION		SENT.COMP. MOTHER		SENT.COMP. FATHER	
	10	14	10	14	10	14	10	14
15 BRS SELF-RATING AUTH.	.12							
20 SELF BRS SUMMARY SCORE	.14							

FINDINGS: INTERCOUNTRY COMPARISONS

Introduction

The comparison of findings from the different countries was carried out in two major ways. A four-way analysis of variance was performed on each of the measures which were comparable across countries, with a few exceptions as noted below. This analysis forms the basis for a descriptive report on the children of each country, compared with those in other countries. In addition, it provides a test of the accuracy and universality of certain relationships which were projected at the outset of the study. Finally, it forms the basis for identifying those characteristics that show systematic age, status or sex differences in all or most countries: an empirical approach to the definition of "universal" characteristics of human nature, at least across the samples of urban youth in these highly developed nations.

The variables omitted from these comparisons were the following. The aptitude and achievement measures should not be directly compared, it was agreed at the outset of the study. They would be used to identify characteristics which correlate with achievement within each country; but the considerable difference in educational development among the countries made it either misleading to compare scores on a test such as the Raven, or necessitated different scores, or even different tests, in the achievement area. It is possible to report meaningfully on certain differences of intra-country patterns, such as differences in the relative standings of the age, or status or sex groups, from one country to another.

The other instruments were identical in all countries and permitted direct comparison, with two exceptions. The Coping Effectiveness scales based on the Sentence Completion were defined a little differently in certain countries than in others; not enough to fall below a ninety per cent level of agreement, but enough to invalidate simple comparisons of mean scores. Consequently the national samples were not compared on these scales. The situation with the Story Completion was different; a single, universal scale for defining Coping Effectiveness permitted direct, quantitative comparisons of national mean scores.

Despite the extremely painstaking efforts of all concerned, one item in the Sentence Completion (number 37) was translated into Italian in a way that gave it a different significance than it had in the other languages; so the two parent-child interaction scores containing that item were not compared internationally (although they were analyzed and discussed in the Intra-Country reports in Section II, above, except for Italy).

As in the Intra-Country ANOVA reports, above, the mean scores of the eight countries on each variable were compared using Tukey's test for Honestly Significant Difference (HSD). In reading the scores given in Figures 4 and 5, it is essential to keep in mind the "absolute" range of the scale for each variable. A country might have the lowest score, relative to other countries, but still have a mean score which is above the midpoint of the original scale. Thus, the lowest score on Engagement might still be above the midpoint defined for that scale, so that the children who had that score were portraying themselves as showing a certain degree of positive Engagement, not failing to take steps to resolve the problems.

Figure 2, in particular, should be read whenever the international comparison of Occupational Values scores in Figure 4 is interpreted. The text below attempts to point out where the international rank that a national sample scored on a given scale might be misleading, because the rank given that value in comparison with the other fourteen values, within the national sample, might be considerably higher or lower. A direct comparison of the two Figures will be helpful, at such points.

The mean scores or correlations in Figures 4 and 5 have all been rounded to two significant figures. Consequently, when two rows in a column in Figure 4, for example, appear to contain identical scores, but the table indicates that the scores are different, this means that the actual scores are different and that rounding only appeared to make them identical. In Figure 4, the middle rows in a column are shaded when the HSD test shows that the scores in the two extreme cells within the shaded area are not far enough apart to meet Tukey's test for a significant difference. The cells above and below the shaded area are significantly distant from each other. Thus, if rows (ranks) four and five are shaded, this means that the country scores that stood fourth and fifth in rank are not far enough apart to be significantly different; but the third- and sixth-ranked scores are significantly far apart.

On some variables, even the fourth and fifth rows are significantly different. This is shown by a heavy line drawn between rows four and five.

The shaded area indicates that those countries with scores above the mid-range are significantly higher, on that variable, than the countries with scores below the shaded mid-range. It has not been feasible to show graphically whether the HSD between adjacent cells is significantly large, so only the above-below average comparison should be read from the Figure.

All interpretive comments, except for the ANOVA of Means section on the Mexican children, are solely the responsibility of Robert Peck. The time limits for filing this report did not permit the exhaustive discussion and illumination of the findings by all members of the international research team which will ultimately be carried out. Consequently, all interpretive comments must be viewed with great caution and skepticism, pending much more extensive review of the findings by those in the best position to explain and apply them.

SECTION III

FINDINGS: INTERCOUNTRY COMPARISONS

COPING STYLES AND ACHIEVEMENT:
A CROSS-NATIONAL STUDY OF SCHOOL CHILDREN

The University of Texas at Austin

1972

ANALYSIS OF VARIANCE OF MEANS: INDIVIDUAL COUNTRY DESCRIPTIONS

BRAZIL

Occupational Values

The children of Sao Paulo, of all national samples, gave the highest value to the importance of a career where they can get ahead. Their relative ranking of the fifteen values also put this one at the top, at age fourteen, and very high at age ten. They were second highest, internationally, in their desire for Prestige. Their relative ranking of this value was only average at fourteen, however, and it varied from average to top among the ten-year-old groups. Similarly, while they gave the second highest place of the national groups to Economic Returns, this varied widely in the internal comparison with other values, ranging from above average to below average. They had the second highest score, internationally, on Independence; but, again, the internal standing they gave this value ranged from low at age ten to above average at age fourteen. Their interest in artistic or Esthetic careers was second highest of all national groups, although they gave this a low ranking, internally, particularly at fourteen. Their ranking of Altruistic concerns put them lowest of all national groups; their internal ranking of this ranged from below average at age ten to somewhat above average, particularly in the upper-middle female groups. While all of the samples of the Brazilian children rated Self-Satisfaction above the average of other values, this still gave them the lowest standing, overall, among the national samples. They were second lowest of the national samples in the value they gave to Intellectual Stimulation, although their internal ranking of this interest ranged between second and fourth highest at age ten and between third and sixth highest at age fourteen. Their second lowest international standing on the value of Managerial power, on the other hand, corresponded to the very low value they placed on this in their internal ranking of the fifteen Occupational Values. They were below average, as well, in their concern for Security. They seem confident that they can get ahead, not worried about just getting and holding a job. Overall, they had the lowest score of all samples on the Intrinsic Values and the second highest score on the Extrinsic Values.

Summing up their pattern of values, by comparison with the other national samples, they portrayed themselves as very practical-minded, ambitious young people who would particularly like careers where they could use their own judgment and get a long way ahead. Although prestige and monetary returns were not among their highest concerns, they gave greater weight to these considerations than did most of the other national groups. Similarly, although there was wide variation in their internal ranking of Independence, overall they have stressed this more than most of the other national samples. They expressed less Altruism than the other national groups and they decidedly disvalued achieving managerial power over other people. Although they gave relatively high rank, internally, to Intellectual Stimulation and Self-Satisfaction, almost all of the other countries gave an even higher place to these considerations. In short, these young Brazilians showed a strong eagerness for freedom of action, and for personal success, with less emphasis on the intrinsic satisfactions of work than on the rewards and the pleasant circumstances which success can bring.

Occupational Interests

These young people aspired to the highest occupational status of all national samples, and they also had the highest expectations. Furthermore, they expressed the greatest desire for mobility above their fathers' occupational status. They were also second highest in their level of educational aspiration.

They expect to achieve the extremely high occupational status they want. This was evident, not only in their top score on the Occupational Expectation variable, but also in their bottom score on the discrepancy between Aspiration and Expectation. Since their absolute score for job expectation was 1.96, an extremely high Occupational level, and since half of them were of working class status, this expectation may be somewhat unrealistic. Nonetheless, they seem to feel confident that they have the firm backing of their parents in their vocational ambitions; and the extremely rapid economic growth of Sao Paulo, for more than a generation, may both explain and partly justify this optimism. Of all national samples, these children showed the smallest discrepancy between the level they want to achieve and the level they believe their fathers and mothers want them to achieve.

Social Attitudes Inventory

They described their own Coping Behavior in such a way as to achieve the highest scores for all countries on three of the four dimensions of this instrument. They had the top score for Active Coping, for Passive Coping, and for Passive Defense. They had the second lowest score on Active Defensiveness. They presented themselves as highly effective, good-natured copers. At those times when they do not feel they can handle problems, they portray themselves as withdrawing or passively enduring the issue, rather than attacking the situation or the people involved in a uselessly antagonistic manner.

Sentence Completion

On the Aggression items, these boys and girls scored within the average range on both Affective and Action dimensions. On the Authority items, on the other hand, they scored third highest in taking a confronting Stance, second highest in displaying Positive Affect, and above average in their Attitude. They were third lowest in expressing Negative Affect on these items. Curiously, despite their active confrontation of the issues, they had the second lowest score for engaging in active efforts to resolve problems with authorities.

In dealing with the Anxiety items, they had the third highest score for showing Negative Affect and the third lowest score for showing Neutral Affect. Thus, although their coping actions fell within the average range, they definitely dislike anxiety-arousing situations more than the children of most countries and more than they dislike aggressive threats. They feel reasonably comfortable and confident in dealing with problems in the world around them, but less assured and less comfortable when they must deal with intra-psychic problems.

In the interpersonal realm, they expressed the greatest amount of Positive Affect, in general, although they also were at the top of the middle range of countries on Negative Affect. They expressed Attitudes toward specified people, nonetheless, which were more positive than average. Their strong, mixed feelings about this realm of living may help to explain why their effectiveness in dealing with Interpersonal problems was below the average of the international sample in both Stance and Engagement.

In Task Achievement, they were second highest in the positiveness of their Attitude, in their confrontation of tasks (Stance) and in their Engagement in useful action. At the same time, they were relatively unemotional about tasks. They had the highest score for Neutral Affect, and below average scores for both Positive and Negative Affect, in this area.

A comparison of their considerably different score patterns in the different areas of behavior suggests that these children go at tasks in a practical-minded, unemotional way. They feel quite positive toward authority figures who may be involved, although they don't take the initiative to work out problems with people of authority. In the realm of Interpersonal Relations, they seem to have less systematized ways for dealing with problems; they react with a good deal of positive feeling, but also with considerable negative feeling. They do not react strongly, one way or the other, to aggressive threats, and handle them adequately. They handle anxiety with average effectiveness, but they definitely don't like it.

On the stems describing interaction with mother and father, these children scored second lowest of the national samples. They scored lowest of all on the stems dealing with their interactions with their fathers. Whether they simply feel more free to acknowledge the existence of conflicts with their parents, or whether there actually may be more overt conflicts in these Brazilian families, this does not appear to have any generalized negative effect on the attitudes or coping ability of these children, except possibly in the area of interpersonal relations.

Summing their responses across all areas, they express a high degree of Positive Feeling and have a more than average degree of Positive Attitude toward the full range of life experiences. Averaging out their effective coping responses in the achievement area with their below average effectiveness in Interpersonal Relations, not to mention the discrepancy between their high Stance scores and their low Engagement scores in dealing with authority issues, their average scores on Stance and Engagement put them in the middle range for all national samples.

Story Completion

The total scores, across all stories put these Brazilian children second highest in taking a confronting Stance toward problems. On Engagement, however, they had the second lowest score. They were in the low-average range on Initiation and third lowest on Implementation. Their initial emotional response to the problems tended to be significantly less positive than that of children in most other countries; indeed, slightly on the negative side of the scale. They were in the average range, however, on their emotional expression as their stories proceeded. They scored average on Persistence. They had the lowest score of all national samples on Attitude Toward Authority.

Their Coping Effectiveness ratings were low average to below average on all stories except Story One, which dealt with Academic Task Achievement. They got the lowest score of all national samples in dealing with Anxiety, second lowest in dealing with Aggression and third lowest in dealing with Authority. Their total Coping Effectiveness score, across all stories, put them second lowest of the national samples.

Thus, on this instrument, to an even more marked degree than on the Sentence Completion, these Brazilian children portrayed themselves as having quite a few difficulties in dealing with problems, particularly those involving interpersonal aggression, authority figures and intra-personal anxiety.

This pattern of scores would appear to suggest that their early experiences with parental authority, and perhaps with school authorities, may keep them from developing a confident skill in tackling problems on their own initiative, even though they realistically recognize and acknowledge the problems they encounter. It would be understandable, if further research should confirm this, why their ability to tolerate and cope with anxiety should be just barely adequate. If authoritative social pressures should keep them from developing the confidence and the power to deal effectively with life, using their own judgement and skills, they would have realistic grounds for experiencing recurrent anxiety and, in effect, they would not be allowed to resolve such anxiety by taking effective action. The lower capacity to handle problems which they portray on the projective instruments is strictly relative, it must be emphasized. They do not portray themselves as actively ineffectual, except in dealing with authority problems. Rather, they portray themselves as managing to handle most problems; it is just that they do not see themselves coping with as much positive effectiveness as the children in most of the other countries.

This contrasts with their highly optimistic, positive self-portrayal on the Social Attitudes Inventory. It raises a question, too, about how effectively they could act to realize their very high vocational ambitions.

They do feel confident, and show an effective pattern of active response, in dealing with academic tasks. To the degree that this might forecast effectiveness in dealing with future vocational tasks, their strong ambition for high level occupations may be attainable. On the other hand, the difficulties they report in dealing with various kinds of interpersonal relations, particularly with parents and other authority figures, might give them greater difficulty in adapting to adult work environments than they anticipate. This would appear to be an important avenue for further research, to determine the degree to which such interpersonal problems may actually affect their vocational performance, and to design helpful ways of training and guiding them to master such problems.

MEXICO

Occupational Values

The Mexicans rated at the mean of the international sample in concern for Altruism, Self-Satisfaction with the job, Security, Prestige and Surroundings.

Beyond these common interests, the children of Mexico had a series of unique occupational values. They were relatively lowest in their interest for Independence, Esthetics, Associates, and Variety. On the other hand, they were relatively highest in wanting to Follow Father, although they gave this less than an average score, internally; highest in desiring Intellectual Stimulation; and second highest, regarding Creativity and Success.

Finally, they were above average on wanting Managerial power (below average internally); above average on Extrinsic values; and just below average on Economic Returns and Intrinsic Values.

Interpretation by R. Diaz-Guerrero

We are going to use two different criteria to help out in the interpretation of the results of the Occupational Values in the Mexico City sample: we have developed a componential analysis based on the significant statistical differences found in the analysis of variance. That is to say, we have made a multiple classification of the Occupational Values using the variables in the analysis of variance. For each one of the categories we have developed subcategories. We thus have Occupational Values that we call "feminine" and values that we call "masculine" because for the Mexican sample, some of these values were found to be selected significantly more by females or by males. Another category has been social class, so that we have been able to divide the values as those more commonly desirable in the upper classes and those more desirable to the lower classes. Finally, taking into account the variable "age" of the analysis of variance we have been able to extract another component which we have called "change," and been able to classify the values as evolutional, involutional, and "permanent" from the age differences in the analysis of variance. The componential analysis table thus contained sex, social class, and change. In this fashion we can speak of the occupational value of Esthetics as feminine, low class and "permanent" (since it did not change from ten to fourteen years in the degree of attraction to the subjects). The other criterion for interpretation is the historic sociocultural criterion. That is to say, in this case we are going to try to understand the unique pattern of the Mexican children's occupational values selection from the knowledge of their historic sociocultural premises -- when we have data from them -- or from our knowledge of the culture, as well as from previous studies done in regard to what has been called the psychology of the Mexican.

These Mexican children portrayed themselves as highly selective of occupations in which there will be Intellectual Stimulation, which implies a high motivation in having the opportunity to learn many interesting things. At the same time, they were number one in the Follow Father value They portrayed themselves as second highest in regard to their interest in jobs that will offer them opportunities for Success, and second highest in Creativity. When you combine these results with the fact that these children were actually lowest in Independence, just above average in their desire to direct others as well as on the Extrinsic Occupational Value factor, and below average on their desire for Economic Returns, you get an apparently contradictory picture, that might be explained -- at least partially -- on the basis of the type of emotional structure of the Mexican family. Mexican children are traditionally, and still quite extensively, even in the urban areas today, economically dependent on their parents until the time they marry. Emotionally, there is a very strong emotional interdependence of parent and child. This fact, I believe, explains why Mexican children are highest in following in the steps of their father's occupational value and that they are lowest of all national groups in their desire for independence. The Mexican culture pattern provides, during all these years, a high degree of emotional security and stability for children and adolescents in Mexico. From this springboard they can, to some extent unrealistically, or at least optimistically, wish above all other nations for kinds of jobs where there will be interest, stimulation, and creativity. At the same time, particularly city dwellers, have begun in the last twenty years to adopt the value of success: opportunities to get ahead. This urbanization probably accounts also for the fact that the Extrinsic Value is above average whereas the Intrinsic Value is below average, although one should take into account that to follow father is extrinsic besides making money and other things. The fact that Economic Returns -- although being another of the values that have become strong with urbanization -- is still not a strong need in this emotionally secure and economically dependent individual is shown in the below average rating. Now, why should Mexican children rate lowest in Variety: A job where they would be doing a lot of different things? The componential analysis helps to some extent. Variety is involutional, feminine and a low class value. That is, younger children are more interested in it than older children, females are more interested in it than males and lower class people are more interested in it than upper class people. Actually because of the strong role differentiation between males and females in Mexico, women have to do many different things at home while the males are supposed to be doing only one thing, their job. Secondly, there is the qua-si universal discrimination for a value that is held by a ten-year-old more often than a fourteen-year-old. Finally, some writers have indicated that in Mexico there may be social class discrimination, and lower status jobs more obviously in everday life demand a large variety of different things that have to be done by the same person, the servant for instance; while people in upper status jobs apparently do only one thing, like medicine or law, etc. In a paper entitled The Motivations of the Mexican Worker[1], I advanced the opinion that socialization in the factory was of little or no importance to the Mexican worker, since his socialization typically took place outside of it. Mexican children came lowest on the value of Associates. Associates is an involutional value for the children, but it is neutral on the other components. Esthetics, work like that of a musician or painter,is low class and feminine, and this situation does not change with age. Actually, the meanings of the words musician and painter in Mexico denote much more the low ebb musician, even the musician in the street, and the, as we call them, thick brush painters. Furthermore, opportunities in these total fields are open more often to the lower classes than to the upper classes who tend to look down on them. Independence is a desirable value in Mexico: it is masculine, upper class and evolutional. It would prove interesting to test the hypothesis that it develops slower in Mexico than in the other countries.

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[1] Diaz-Guerrero, R. Las Motivaciones del Trabajador Mexicano. Capitulo 3 del libro "Estudios de Psicologia del Mexicano," Tercera Edicion, Editorial F. Trillas, S.A., Mexico 1,D.F. 45-70, 1968.

To terminate these interpretations let us see the characteristics of the values that have been shown as the most important to the Mexican culture. Follow Father is masculine and upper class but involutional, that is to say in spite of the fact that this is such an important occupational value for Mexican children, it tends to decline with age. To study the involution of this particular value, may be of importance to vocational guidance in Mexico Intellectual Stimulation has no sex but it is upper class and evolutional, it becomes stronger with age. Creativity has the three important characteristics for occupational values in Mexico: it is masculine, upper class and evolutional. Management is low class and permanent, Success is middle class, evolutional and feminine, the Extrinsic score is masculine, and does not change with either age or social class. Finally, Economic Returns, as might be expected, is masculine and low class.

Occupational Interests

Mexican children rated second highest in Occupational Aspiration and Expectations, slightly below average in Educational Aspirations, and had the highest discrepancy between their Aspiration and their Expectations. Their discrepancies were average when comparing their aspirations and their fathers' aspirations for them; their aspirations and their fathers'occupations; and their aspirations and their mothers' aspirations for them.

To be second highest of all nations in Occupational Aspirations and Expectations goes well with the feeling that Mexico City is the land of opportunity, but also with the unrealistic trend of which we shall talk more later. The fact that they are below average in Educational Aspiration and still second highest in the other aspirations and expectations speaks of the same optimistic, enthusiastic idealism. To be third among all nations in the discrepancy between the subject and the mother's aspirations probably indicates the degree to which mothers in Mexico have relatively low aspirations for their children. From at least another cross-cultural study,[2] we have noted that the mother's education in Mexico is comparatively a very low one, a fact that may have to do with their limited aspirations.

Social Attitudes Inventory

These Mexican children fell in the average range on three of the four dimensions: Active Coping, Passive Coping, and Active Defense. They were somewhat above average in their score for Passive Defensive behavior. Within the mid-range, it might be noted that their score for Passive Coping was highest of the four countries in the middle, while their score for Active Coping was lowest of the four countries in the middle, on that variable. Thus, relative to the other nations, the children in this sample portrayed themselves as considerably more passive than active. I would like to be able some day to answer the question as to how much the enthusiastic, almost happy compliance of the Mexican urban child has to do with his ability to develop a certain amount of active coping.

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[2] The Cross Cultural Study of Child Development which we are carrying out in collaboration with Wayne H. Holtzman.

Sentence Completion

Of the thirty-two scores on this instrument, the children of Mexico City earned top scores among all countries on ten, and second highest scores on another eight. Thus, their total scores put them at the top on Stance and Attitude, as well as second highest on Engagement. Interestingly, however, they also got the highest score of all countries for Negative Affect, as well as the lowest scores for Neutral Affect and Positive Affect. Clearly, their approach to life is charged with strong feeling, sometimes both positive and negative at once.

This overall vigor and independence in coping with problems was most notable in the way they dealt with Aggression, Task Achievement, and Anxiety. In these three areas they earned high or top scores for coping activities. Their expressed attitude toward tasks was highly positive, even though they also revealed some negative feeling in the course of describing their coping behavior. They handled Aggression with extremely little Negative Affect and the second highest score for Affective Neutrality. In dealing with Anxiety, their scores were at the upper end of the average range on both Stance and Engagement, while their Affect scores were in the average range.

The two exceptions to this general pattern involved the area of Interpersonal Relations and Authority. In both of these areas, they expressed highly positive attitudes but they had the lowest scores of all countries on actively engaging with the issues at hand. They definitely tended to confront Authority problems, having the second highest score on Stance there, but they did not seem to resolve the problems. Their Stance score for Interpersonal Relations was toward the lower end of the international range. In both areas, they had the highest score of all countries for Negative Affect and the second lowest or lowest scores for Neutral Affect. In dealing with Authority, their score for Positive Affect was in the mid-range (it was actually just slightly above zero). In Interpersonal Relations, on the other hand, they had the second highest score (although a small one) for Positive Affect.

Aggression: Mexican children come out as second highest in Stance and Engagement with Aggression, second lowest on Negative Affect, and highest on Neutral Affect in coping with Aggression. This pattern of dealing with aggression can single Mexico out of the other countries regarding the ease with which its children appear to be able to cope with aggressive acts. In the country where the word "machismo" was coined, where it is virtue for the male to be verbally and sometimes even physically aggressive, and for the female to be passive and self-sacrificing, a very extensive philosophy in role playing must have developed in order to deal with this pattern of behavior. Mexico has never won a war and has only symbolically declared a "state of war" with Germany in the last great war in these terms: "We are at war with you, if you will atack us, we shall defend ourselves." Much has been written about the "Vision of the defeated."

Further explanation of the pattern may come from the realization that Mexicans in general - in comparison to other cultures - are certainly more passive than active confronters. Furthermore, from the intra-country analysis of variance of the Social Attitude Inventory, we may remember that there was no difference among the eight subgroups in the amount of passive coping, but that there was a sex difference in regard to the extent of active coping which favored definitely the male over the female. From this, and from external evidence, we could probably indicate that the Mexican cultural pattern allows for the expression of verbal, playful physical, and to some extent physical aggression, and is prepared to cope with it with little Negative Affect and with a higher amount of Neutral Affect than any other country.

Authority: Here we find these Mexican children earning the second highest Attitude and Stance scores before authority. They were lowest in Engagement, however, and highest in Negative Affect. The favorable attitude, and the high coping ability with authority appear to indicate high compliance; and not only compliance, but acceptance of authority and, at the same time, the highest negative affect connected with this behavior. The statements made in the intra-country analysis of correlation may help to understand this result together with the fact that these Mexican children are below average in Neutral Affect to those in authority. In the Intra-country Correlation, we found that the answers classified as Negative Affect toward Authority and Interpersonal Relations correlated negatively with the answers scored as Negative Affect toward Task Achievement. The analysis of such answers led us to the statement that negative affect in regard to authority and interpersonal relations tended to mean injured honor and injured dignity, while the negative responses in task achievements seemed to indicate mainly immature, spoiled behavior. It would then appear that the favorable attitude toward authority and the high compliance lead these children to feel very humiliated and insulted, perhaps even resentful, when authority is irrational or abusive. What may add to the puzzlement is the evidence that in spite of the fact that they may not like authority and do not cope with it very actively (low Engagement), they continue to have a favorable attitude. As a matter of fact, as it may be remembered, they cope better at fourteen than at ten and the Negative Affect is significantly less at fourteen than at ten.

Anxiety: These children appear second highest in Engagement, and average in Negative Affect and Neutral Affect regarding the sequence of coping with Anxiety. Again, the role playing fostered in order to develop mastery in the "machismo" trend, may go some way to explain the high scores for these children. Mexican children must be able to show that they are somewhat fearless in the face of anxiety-provoking situations, and the culture provides a large number of situations in which they can practice reaching a somewhat aloof attitude in regard to anxiety, providing the armamentarium to cope with it. This interpretation is backed by the intra-country results which show the fourteen-year-old doing better than the ten-year-old; and the male, better than the female.

Interpersonal Relations: These Mexican youngsters appear as highest in Attitude, low in Stance, lowest in Engagement, highest on Negative Affect, lowest in Neutral Affect, and second highest in Positive Affect toward Interpersonal Relations.

Some of the results of the intra-country correlations may again help in the interpretation of these results. It was found there that at ten years of age Negative Affect toward Authority, and some of the other measures of coping with authority, were correlated higher with the same measures of Interpersonal Relations than at fourteen years of age. This might mean that the model the child in Mexico learns for interpersonal relations is originally more associated with the model of interpersonal interaction with his parents than at later ages. One has to further remember that peer relations in Mexico are not by any means as important as the relationship of the children with other members of the family, even the extended family. Furthermore, many of the interpersonal relations that take place are somewhat hierarchical in nature. Attitude is comparatively most favorable in Mexico regarding interpersonal relations. But here again there is the highest Negative Affect score together with the second highest Positive Affect score. These children both love and hate to have interpersonal interactions. The intra-country study showed the fourteen year olds to cope better and to have less Negative Affect, although the attitude became less favorable.

Task Achievement: Mexican children appeared as number one in Attitude, Stance and Engagement, for Task Achievement. They were second in Negative Affect, average in Neutral Affect, and second lowest in Positive Affect. In Mexico's intra-country report for correlation we found a small, but significant negative correlation between Negative Affect toward Interpersonal Relations and Authority, and Negative Affect toward Task Achievement. The structure of the stems and the quality of the responses led us to feel that the negative affect in authority and interpersonal relations was mainly of the nature of injured dignity, hard feelings and resentment. On the other hand, the negative affect of task achievement appears to be based on more immature reactions. Furthermore, although for Authority and Interpersonal Relations, the Mexican children came out first in Negative Affect, they were average and second, respectively, in Positive Affect toward these types of interaction. On the contrary, toward Task Achievement they are second highest in Negative and second lowest in Positive Affect, indicating a much more defined and stronger negative reaction toward Task Achievement. It is therefore even more striking that for Task Achievement, the Mexican children should appear as number one in favorable Attitude, Stance and Engagement. Now, there is some evidence in Mexico that scores on McClelland's Need Achievement Test do not correlate well with actual achievement as it is said to be for the United States. That is to say, Mexicans have a vivid imagination regarding achievement, they imagine that they can do far more things than they actually accomplish. This may partially explain the results. One should not forget, however, that in all the coping variables and in Attitude toward Task Achievement, fourteen-year-olds do better than ten-year-olds and that Negative Affect decreases and Positive Affect increases with age, among these children.

Finally, in the total scores these children come out number one in Attitude, Stance, and Negative Affect, second in Engagement, and lowest in Neutral and Positive Affect. We shall interpret these results together with all the others in the following summary and general interpretation for the Sentence Completion.

Summary: The main question that one must realistically ask in the face of these results on the Sentence Completion is why do these Mexican children come out highest in Coping Effectiveness in such a large number of variables? If the question of social desirability comes in, we would probably say that these children, and the psychologists judging their behavior, had the greatest amount of common understanding, borrowing from Harold B. Pepinsky's terminology. This ultimately might mean that we have in Mexico a highly coherent, cohesive society where there is high agreement on what is good coping and what is not so good or inefficient coping. However, social desirability does not crop up easily on a sentence completion instrument. Although far from impossible, the hypothesis that the judges in Mexico were more sympathetic to the children's answers can be rejected on the basis that the generalized scoring of the Mexican team on this particular instrument was significantly less correlated with the scoring of the other teams. Perhaps we should give more attention to the concepts that were selected for this study. The concepts of aggression, authority, anxiety, and interpersonal relations, refer to areas of behavior where the traditional society might actually excel over the industrialized society. As a matter of fact, in the Introduction of his "Estudios de Psycologia del Mexicano"[3], this writer made the flat statement that he felt an industrialized society, such as the American society, was best to induce rapid development in the cognitive areas, and that traditional societies such as the Mexican were probably at their best in inducing emotional development. There is evidence inthe study of personality development, that is carried out cross-culturally with Dr. Wayne H. Holtzman,that in several cognitive areas Mexican children may develop at a slower rate than American children. Furthermore, it might even be argued that the emotional development advantage of the Mexican children depends to a certain extent on the fact that there is a very large agreement in the Mexican society regarding the kinds of behavior that may be considered normal, while there is not such a sufficiently generalized pattern in an industrialized society.

Be what it may, these children certainly showed that they can cope with aggression and anxiety, with relatively little, at least below average, negative affect. They apparently dislike the role they must play with authority, and they do not cope as adequately with it. They strongly like and dislike--almost love and hate, interpersonal relations, and not do too well in dealing with them. Although they sometimes hate, quite literally, to have to work for their school, they still manage to do excellently in their coping sequence. The impression is left from this,and from other studies carried out previously, that these children are complying, but are enthusiastically complying. They are actually acceptant. In terms of the Anderson's[4] terminology they "yield" to authority, rather than abase themselves before authority. They certainly are an enthusiastic, emotionally expressive bunch who are carried away with their ability to cope, and with spontaneous expressions of emotion. It is in this way that they become, I believe, unrealistic. However, one should not ever disregard that emotionally they pay a high price in order to be compliant and acceptant; in spite of this, they continue the compliance and acceptance. One should very much remember that these are the same children and adolescents that, when faced with the alternatives "life is to be enjoyed" and "life is to be endured" quite consistently select the second alternative. American children and adolescents select quite consistently the opposite. This last statement, I believe, tends to make the main results quite comprehensible. To be highest in Attitude and Stance, high in Engagement in several areas, highest in Negative Affect and lowest in Positive Affect is pretty much like saying that life is to be endured. When all is said and done, probably their highest virtue is that they can, while some industrialized groups cannot, endure a lot of misery and often times quite merrily! The incredible Mexican joke is told of the man stabbed forty times who responds, when asked if it hurts: "Only when I laugh!" These comparative results are, at least, a far cry from the depressive ethnocentrism of Oscar Lewis' reports on the Mexican scene.

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[3] Diaz-Guerrero, R. Estudios de Psycologia del Mexicano. Tercera Edicion, Editorial F. Trillas, S.A., Mexico 1, D. F. 1968.

[4] Anderson, H. H. and Brewer, H. M. Studies of Teachers' Classroom Personalities. Applied Psychology Monographs. No. 6, July, 1945.

The items dealing with parent-child interactions show these children above the international average. Their dislike of authority appears to refer mainly to extra-family authority figures, not to their parents.

Story Completion

The children of Mexico City took a confronting Stance toward problems, slightly above the average of countries. They were below the international average, and just slightly above the theoretical mid-point of the scale on Engagement. They were in the average range on Initiation and Implementation. They were in the mid-range on Affect Tone, internationally, although their absolute score was actually below the theoretical mid-point of the scale, toward the negative end. Their absolute Persistence score was also a little below the mid-point of the scale, but this put them second highest to all countries on Persistence. They had a slightly better than neutral attitude toward Authority which put them just above the international average. Overall, their way of dealing with the problems in this instrument was relatively less effective than the very confident self-portrait they gave in the Sentence Completion data.

Taking the stories separately, by behavior area, perhaps the most noteworthy detail is their score on the Authority Story (Two). Here, while they fell in the mid-range, internationally, their scale score was well toward the negative end. They did not cope very effectively with the problem of being told by the father to stop playing in the street because of the danger. On the other hand, the other authority story, Ten, saw them achieving the second highest score of all countries. It would not be accurate to generalize about their effectiveness in dealing with authority relations without specifying quite carefully the circumstances and the particular issues. Otherwise, except for a slightly lower than average score in one of the interpersonal relations stories (the game situation), they scored in the mid-range, internationally, on their coping effectiveness.

Educational efforts to enhance these Mexican youth's vocational effectiveness might profitably be focused on two issues: helping them learn to be realistic about their own capabilities and the relationship of applied skill to career success; and helping them achieve somewhat more comfortable poise, skill and good feeling in their interpersonal relationships, which are so important to them. Since both of these factors strongly influence effective performance in adult careers, this would seem to be an entirely appropriate way to make Mexican education increasingly relevant and helpful to young people's career success--a relevance which they do not now seem to find, judging by the contrast between their relatively low educational aspirations and their high occupational aspirations.

ENGLAND

Occupational Values

The children of London scored higher than any other national sample in their desire for work which combines Security, Economic Returns, pleasant working Associates and Variety in the work. In their internal ranking of values, Security was very high, particularly at age fourteen, as was the desire for pleasant Associates. The boys, particularly at fourteen, gave a high rank to making money but the girls gave this less than average importance. Their interest in varied work was no more than average among the fifteen values, although this still put them higher than the children of any other national sample.

Altruism was of very great importance to all ten-year-olds except the upper-lower-class boys. By fourteen, boys gave it less than average importance, although girls still ranked it from second to fourth highest. Nonetheless, this was enough lower, overall, to put them toward the bottom of the national samples. Very much the same thing was true of Self-Satisfaction, where they ranked it higher than most of the values, internally, but where they were still second lowest, internationally. Their low international standing on interest in artistic careers matched the very low value they gave this in their internal rankings. The same thing was true of their extremely low interest in achieving Managerial power. Internationally, they were a little below average in their interest in Creativity, which fairly well matched the below average ranking they gave this, internally. They were just below average, internationally, in their concern for Intellectual Stimulation, overall, although at the ten-year-old level this was given top ranking by three of the four groups. Even at age fourteen, this fell no lower than sixth place in the internal rankings; but this drop in Intellectual interests at fourteen was enough to put the English sample, as a whole, a little below the international average.

Occupational Interests

These boys and girls expressed an average level of Occupational Aspiration and their Expectations were the same. They did not seem to consider academic preparation very relevant to their vocational futures, for they had the lowest score of all countries in the level of education to which they aspire. Their ambitions are modest, in the sense that the degree of mobility they seek beyond their father's present occupational level was third lowest for all samples. They reported that their fathers' aspirations for them were quite close to their own hopes; they registered the second lowest score for the discrepancy with their own aspirations.

Putting together the results from the two occupational instruments, these children might be described as earthily pragmatic, non-intellectual in their interests, and quite satisfied with the life they expect to lead. They are not particularly ambitious to exceed the occupational level of their fathers, and they seem relatively content with their status in life.

Social Attitudes Inventory

These Londoners achieved the second highest scores among all national samples on Passive Coping and Actively Defensive Behavior, while scoring in the average range on the other two styles of Coping Reaction. By their account, they either get through life by accommodating themselves to circumstances in a compliant, acceptant fashion, in a way which works, or they get angry, at times, and lash out at their surroundings. They describe themselves as no more prone than average to give up or to retreat helplessly.

Sentence Completion

On the Aggression items, they earned slightly below average scores for actively engaging with hostile challenges. At the same time, they got the second highest score for expressing Negative Affect in these situations, and were second lowest in Neutral Affect. They distinctly dislike being attacked, even more than the children in other countries, and they do not deal with it too effectively, in their own eyes.

In their reactions to Authority, they expressed an Attitude which is much less positive than average and they do not tend to take a confronting Stance (they had the lowest score on the latter variable). They are quite unemotional about it, however, at least in their overt expressions. They were second from the top on Neutrality, second from the bottom in expressing Negative emotion, and third lowest in expressing Positive emotion. They do not really like authority, but they maintain a firmly emotionless demeanor in dealing with it and they do deal with it (high-average score for Engagement).

In reaction to the Anxiety items, they were average in confronting them, though below average in Engagement. They were quite neutral and unemotional about it.

In the realm of Interpersonal Relations, they scored above average on Stance and high-average or Engagement. At the same time, their Attitude was less positive than that of most countries. They also showed a total absence of Positive Affect, which put them below the international norm on this characteristic.

In the Achievement area, their coping reactions fall within the average range, or slightly below, but they don't enjoy work. Indeed, they had the lowest score for Attitude (at the neutral midpoint of the scale) when the items directly called for them to state their reaction to assigned tasks. Their spontaneous expressions of emotion about tasks were rare. They had the second highest score for Neutral Affect and the second lowest for Negative Affect. Apparently, they have little positive liking for work, but they cope with it at a near-average level of effectiveness.

The total scores across all areas convey a rather consistent picture. These children scored below average on Stance and lowest internationally in Engagement. When directly asked for their opinions of people or issues, they tended to be less positive than the children in most other samples. At the same time, however, they had the highest score for Neutrality of emotional response when no emotion was explicitly requested. They also had the second lowest scores for spontaneously expressing either Negative or Positive feelings.

In short, insofar as these children depicted themselves through their Sentence Completion responses, they appear to confirm a widely held assumption about English behavior. They are, indeed, emotionally reserved. When invited to express an attitude, they are either noncommittal or so nearly neutral as to sound much less positive than the children in most of the other countries.

Their self-described coping actions were close to the theoretical mid-point on the scales for Stance and Engagement, except for a lower than average self-description in handling Interpersonal Relations. This reserved self-estimate had the effect of putting them near or at the bottom, internationally, since the children in the other countries portrayed themselves as coping more positively than this.

On the items dealing with parental attitudes and relationships, these English children did express a moderately positive picture of their interactions with mother and father, but this was less positive than the average in most other countries. Their description of their fathers' attitudes was in the average range. Here, too, it was not that the English children were actively negative in the attitudes and relationships they portrayed; instead, they were simply less strongly positive in their descriptions than were the children in many of the other countries.

Story Completion

The children of London were in the average range, for the total set of stories, on Stance, Engagement, and Initiation. They were above the international average on Implementation. The feelings they expressed toward the story situations, on the other hand, put them at the very bottom for all countries on the Affect scales. They were actually a little on the negative side in their expressed feelings on first confronting the problems, and just barely above the neutral point in the feelings they expressed as their stories progressed. They were below average, also, in the attitude they expressed in the second story, concerning conflict with Authority; their expressed feelings were not actively negative, but neither were they positive.

They showed a very wide range in the effectiveness with which they coped with the different kinds of problems, and even between some stories in the same behavior area. They were consistently below average in dealing with authority problems. On the other hand, they were second highest in dealing with the anxiety story, and highest in effectiveness in dealing with both the academic and nonacademic task achievement problems. In responding to the two problem situations involving interpersonal relations, they got the top score on one, and the second lowest score on the other. They dealt effectively with the problem of making friends with a new set of agemates in a new location. They did rather poorly in resolving a conflict among friends about how to play a game. In Story One, they scored at the top for their interest in Sociability, at the same time that they very responsibly took care of the academic task. Averaging their Coping Effectiveness across all of the stories gave them an average standing; but this clearly conceals the extreme variation in their effectiveness in dealing with different kinds of problems.

The pattern of scores on the two projective instruments suggests that it would be worthwhile to pursue in some depth and detail the possible ways in which authoritative child-rearing or educational practices may be dampening the enthusiasm, restricting the ambition and thus somewhat limiting the coping effectiveness of these children, below what it otherwise could be. They perform quite well at assigned tasks (at the top, in fact, in Story Completion), but their self-portrayed, limited ability to relate well with people in authority would suggest chronic friction in vocational settings. Perhaps their chief problem, though, is the flat tone with which they portray their lives. They do not describe life in actively unhappy tones; but neither do they show much joy or active pleasure in living, even in the interpersonal realm which they consider important and where they interact effectively.

Any steps which could be taken, by educational changes or by community social action, which would increase these young people's active enthusiasm and enjoyment of life would appear likely to enhance their enthusiasm for work and their sense that it can be personally fulfilling. In particular, their attitude would appear to be most potently influenced for the better if people in authority over them could establish more positive, enjoyable, mutually respectful relationships with them. Training in human relations skills, for educators and managers, might be a particularly pertinent and rewarding investment for English society.

ITALY

Occupational Values

Children in Milan scored second highest of all national samples for their interest in work that is Intellectually Stimulating. They also scored above the international average for their interest in Prestige, although their internal ranking of this value declined from age ten to age fourteen, to a middle position among the fifteen values.

They were second lowest of the national samples in their concern for Variety in work. This was quite low, also in their internal ranking of the values. They were the second lowest, as well, in their concern for pleasant working Associates, even though they gave a middle place to this consideration when they ranked the fifteen values, internally. Their interest in artistic (Esthetic) careers was just below average, internationally; internally, they gave this the very lowest or second lowest ranking of all values. In all other respects, including their scores on the Intrinsic and Extrinsic sub-totals, they fell at or very near the mid-range of the international distributions.

Overall, these children of Milan were the least polarized of any national sample, in their value preferences. As a group, they do not strongly prefer some rewards over others. In view of their above average ambition for occupational mobility (see Occupational Interests, below), this pattern does not appear to express indifference or lack of concern for vocational satisfaction. Rather, these children appear to have a well-balanced, diversified array of concerns and seek some of each kind of satisfaction in their future vocations.

Occupational Interests

They were above average for the international population in their level of Occupational Aspiration, although their Educational Aspirations were within the average range. They had the second lowest score for the discrepancy between what they want and what they expect, occupationally. Their ambitions would require a marked social mobility, for what they want in a job tends to be decidedly above the job status of their fathers. They had the second highest score on this discrepancy variable.

Social Attitudes Inventory

Their scores were in the average range on three of the four dimensions of this instrument. They had the second highest score, however, for Passive-Defensive behavior. Their score on the Active-Defensive scale was at the high end of the average range, too. Their scores on these two aspects of defensive reaction were higher than their scores on the two coping scales, although this may not have been a statistically significant difference.

Putting together the results from these three instruments, these children portray themselves as ambitious and intellectually curious. Their description of their own coping behavior as more Passive-Defensive than the average may suggest a somewhat pessimistic resignation to a world which they fairly often find frustrating, or impossible to alter to fit their desires. Nonetheless, they are eager to rise above their social origins, through a combination of intrinsically and extrinsically motivated effort.

Sentence Completion

On the Aggression items, these children fell within the average range, except for a slightly above-average score for Engagement.

In dealing with issues of Authority, they were distinctly above average in engaging effectively with them. They did this in a highly unemotional way: they had top scores for Neutrality of Affect and bottom scores for the expression of Negative Affect in such situations. In short, they seem well-schooled in dealing with people in authority and can do it in a quite comfortable, businesslike way.

In a similar fashion, they dealt with anxiety-arousing situations with more than average ability to confront (Stance) and to engage effectively in coping behavior. At the same time, they showed much less than average Negative Affect and more than average emotional neutrality as they dealt with these issues.

They dealt very effectively with Interpersonal Relations, having a high score for Stance and a top score for Engagement. They expressed extremely little Negative Affect and had a top score for Neutral Affect, with an above average incidence of Positive Affect. This unemotional practicality and poise in dealing with people contrasts markedly with the stereotype of the effusive, highly emotional "Latin temperament."

On the Task Achievement items, on the other hand, they were decidedly emotional. They had a top score for Positive Affect, a slightly higher than average score for Negative Affect, and the lowest score for Neutrality of Affect. Yet, while achievement aroused them strongly, they did not deal with it very effectively. They had the lowest score on Stance and the second lowest score on

Engagement. These children seem to feel that there is a great deal of satisfaction to be gained from achievement, but they do not portray themselves handling tasks very well.

Their total scores were third highest on Stance, and highest of a all countries on Engagement, despite their low scores in the achievement area. They had the highest score for all countries on the expression of Positive feeling, and the lowest score for the expression of Negative feeling. They also scored highest on Neutral Affect.

These Italian children are the most expressive of all national samples in displaying pleasant feelings, but this does not mean that they are emotionally effusive or volatile. On the contrary, they either do not experience many negative feelings, compared with the children of other countries, or they firmly keep themselves from expressing such feelings. The latter explanation seems more likely in view of their consistently high scores for affective neutrality. In either case, they do not let feelings distract from the effective handling of life's problems; except, possibly, in the area of achievement.

Their reported parental relations were in or near the average range of the international sample.

Story Completion

The scores for the coping style dimensions, across all stories, gave these Italian children very high standings on most of the variables. They were second highest, for example, on Engagement, Initiation and Implementation. They were third highest in the positive quality of the feelings they expressed in their stories and also third highest in the persistence they demonstrated in attempting to resolve the problems. They were highest of all national samples in the positiveness of their attitude toward people in authority. They were slightly below average only on the Sociability score in Story One.

The same consistently positive picture appeared in their coping effectiveness scores for each of the stories. They had the second highest score of all countries for dealing with Aggression, Authority and the game-conflict story involving Interpersonal Relations. They were third highest in the other Authority story and in dealing with Academic Task Achievement. The only relatively low score they got was at the bottom of the average range on the story dealing with Nonacademic Task Achievement. Overall, their total Coping Effectiveness score put them second highest among the national samples.

Their self-portraits on the Story Completion matched very closely the picture they gave of themselves on the Sentence Completion. They see themselves as highly competent in dealing with most aspects of life and they enjoy most of their experiences. Their confidence and initiative in dealing with problems of achievement, while it was lower than that of children in other countries, was still at or above the theoretical mean for those scales. Consequently, while they may have to work somewhat better than they tend to do, now, if they are to achieve the extremely high vocational mobility they desire, they do project an adequate level of effectiveness in this aspect of life. They would seem likely to benefit most from carefully planned educational and vocational training that is aimed specifically at increasing their realism, their initiative and their autonomy in carrying out vocational tasks. They seem to be well-motivated and ready to learn, if given explicit training in these coping skills, on meaningful work. All in all, they appear to be happy, optimistic children who respect their own capabilities and anticipate success in life, in all its aspects.

YUGOSLAVIA

Occupational Values

The children of Ljubljana gave top place, internally, to the values of Altruism, Creativity and Self-Satisfaction. This put them above average, internationally, on Altruism, top on Creativity, and average on Self-Satisfaction. Next highest, they valued Prestige, which gave them the highest standing of all countries. They had the second highest scores for wanting pleasant Surroundings and Variety in their work, although they gave these only an average place among their ranking of the values.

They had the lowest scores of all countries on interest in Managerial power, in Intellectual Stimulation (average, internally), in Job Security, and in the desire to Follow in their Fathers' footsteps. They had the second lowest score for concern about Economic Returns and below average scores for concern with Associates. Overall, they had an above-average score on the Intrinsic values and a below-average score on the Extrinsic values. Summing up, they seem eager to find careers which emphasize self-expression, creativity, and prestige, among pleasant surroundings. Security or managerial power are not nearly as important to them. They are inner-directed and non-traditional in outlook, in the sense that they definitely do not want to follow the careers their father have pursued.

Occupational Interests

Both their Aspirations and their Expectations fall close to the level they could reasonably be expected to achieve. Since the children of all countries express very high hopes and expectations, this leaves the Yugoslavian children second lowest, but this is misleading. They still aspire to a higher level than their fathers and, in the case of education, even though they have the second lowest rank, this still shows them aspiring to high school graduation, at least, and possibly to college. On the whole, their aspirations therefore seem to be quite realistic. Whereas, in most of the other countries the children believe their own expectations match their parents' hopes for them very closely, these children of Yugoslavia see themselves aspiring to career levels which are slightly higher than they think their parents want for them.

Social Attitudes Inventory

They showed a response set to this questionnaire by checking fewer "yes" answers to the items, on all scales, than was true in most of the other samples Consequently, their profile was depressed across all scales. They had the lowest score of all for Active Coping, the second lowest for Passive Coping, a low-average score for Active Defensive Behavior, and the second lowest score for Passive-Defensive Behavior. They seemed reticent about identifying their own pattern of coping behavior. They made few claims for positive competence, by comparison with the children in most of the other countries.

Sentence Completion

This instrument appears to have tapped a vein of negative feeling which was more marked than in any of the other national samples. Their Attitude scores were below average, internationally, though just on the positive side of the absolute scale. They had the top scores for Negative Affect on the Aggression items and the Anxiety items, with third highest score for Negative Affect on Task Achievement items. They also had scores for Positive Affect which were within the average range, however a little above in the case of the Authority area.

Their style of coping actions varied greatly from one area of behavior to another. They had very low scores for Stance and Engagement on the Aggression items. They not only disliked such problems but they portrayed themselves as not dealing with them effectively. (Their scores were toward the negative end of the scales.) They reported the same unhappiness and the same lack of skill in coping with feelings of Anxiety. On the other hand, in dealing with Interpersonal Relations and with Task Achievement, while they had low scores for taking a confronting Stance, they had above-average scores, internationally, for actively engaging themselves in such situations. They seemed to feel quite at home in dealing with Authority, and earned the top scores for Stance and Engagement in that area.

These variations averaged out to put their total scores for most dimensions in the average range, except for their bottom score for Stance. Such averaging would, however, conceal the important differences in the way they feel and act in these different aspects of life.

Their report of their relations with both parents, combined, was highly positive--highest of all countries. At the same time, they had the second lowest score on reported relations with father. Hence, they appear to feel that there is a marked disparity between their relations with mother and their relations with father: excellent with mother but not nearly as pleasant with father.

Story Completion

Except for a top score for taking a confronting Stance, they had the lowest scores, internationally, on the other aspects of coping skill: Engagement, Initiation, Implementation and Persistence. They also had the lowest Sociability score, from Story One. Their Affect and Attitude scores, nonetheless, were in the average range.

Similarly, except for an average rank on the Anxiety story (Five), Academic Achievement story (One), and one of the Interpersonal Relations stories (Four), they had the lowest rank, internationally, for coping effectiveness in the other five stories. Overall, this gave them the lowest score for average Coping Effectiveness.

The total body of evidence would seem to suggest that educational efforts could profitably be addressed to two aspects of these children's lives. First, they could use a good deal of specific training in the kinds of independent judgment and action that constitute the array of coping skills. This might entail a rather major alteration in adult-child relationships, for something in the present pattern seems to be keeping these children from learning to think and act effectively on their own initiative. This might possibly be the rather heavily patriarchal authority system that historically obtained in this region.

Second, the evidence seems rather consistent that these children have feelings of anxiety which they cannot handle comfortably, or resolve by themselves. This might be related to their experience of encountering hostile aggressiveness in some of the people around them. Certainly, they find such encounters very upsetting and they don't know what to do about them Apparently, they either suffer such attacks helplessly, or explode in return without resolving the conflict. The Story scores may indicate that adult authorities create some of this problem.

Whatever the specific circumstances may be that create this relative inability to handle negative emotions effectively, this seems very likely to be one of the major factors that limits their ability to handle any kind of problem with much skill. Both a positive change in their emotional milieu, and specific training in dealing rationally and comfortably with interpersonal conflicts would appear to be important parts of any educational effort to improve their ability to handle academic and vocational situations effectively.

CHICAGO

Occupational Values

These young people of mid-western America, although they come from two very different communities in the Chicago area, one a heavily industrialized, largely working-class city; the other, a largely upper-middle class suburb, share a common value system that quite strikingly distinguishes them from the other national samples. It is extremely similar to the Austin, Texas, value-profile. There is a triad of values to which they gave very high scores, both internationally and in their internal comparison of values. They earned the highest score for Altruism and Self-Satisfaction. These were the top two choices they made among the values, internally. Next in importance, internally, and second highest among the countries, was the value they gave to job Security. This pattern of concerns is in sharp contrast to their very low scores for wanting Independence or Prestige in their work. These were both low in their internal rankings, as well as internationally. They expressed much less concern for the chance to be Creative, for the chance to get ahead (Success) and for attractive Surroundings at work. They had one of the higher scores, internationally, on Managerial Power; but this was given a low value everywhere, and had below average interest for the children of the Chicago area. Overall, they had the second highest Intrinsic score and the second lowest Extrinsic score.

Thus, these young people describe themselves strongly service-oriented, and concerned with finding personal satisfaction in the course of helping others. They showed an above average concern for having pleasant Associates at work and they were far more interested in job Security than in the chance to get ahead or the chance to win high Prestige. If they can find these satisfactions in their work, they show little concern for having freedom of action in carrying out their tasks. In short, this pattern is almost the opposite of the traditional American values of independence, ambition, and a willingness to risk job uncertainties for the chance to gain greater status and greater power to shape the world. It seems much more in keeping with the non-materialistic, socially conscious values which college students and other youth have been strongly espousing in the United States during the period of this study. Indeed, it seems to resemble the "passive" pattern Diaz-Guerrero has described for the traditional cultures of Mexico and Latin America, much more than the vigorously active, entrepreneurial, pioneering pattern of an earlier day in the United States.

Occupational Interests

Perhaps in keeping with such a value system, their Occupational Aspirations, although slightly higher than their fathers' level, put them somewhat below the international average in the status level to which they aspired. Their expectations were similarly just below the international average, although a little above their present status level. This might be interpreted as realism, as lack of strong ambition, or both. They showed an unusual pattern of contrasts in their Occupational Educational Aspirations, matched only by the children of Austin, Texas. These children of Chicago had the highest score for the level of Educational Aspiration. In view of the much lower level of occupational ambition, it would appear almost certain that they see a high degree of advanced education, not so much as a means to achieve more prestigious or higher-paying jobs, but as a means to serve society and to satisfy personal needs through interesting, pleasant work. Of course, it might also be that they reflect a general American expectation that "all young people will go to college." Compared with other samples, they showed average or below average discrepancies between their own aspirations, their expectations, and what they think their fathers want for them.

Social Attitudes Inventory

Despite their value profile, these young people decidedly choose to see themselves as active people. They received the second highest score for Active Coping and the very highest score for Active Defensive behavior. By contrast, their scores for both Passive Coping and Passive Defensive behavior were at the bottom of the mid-range of the international distributions. When problems arise, they see themselves taking action. It may be wise or unwise action, effective or ineffective in its results, but act they do.

Sentence Completion

In dealing with Aggression, they earned the top score for Engagement and the second highest score for a confronting Stance Since they had only average Affect scores, they seem to do this coping in a quite matter-of-fact way.

In dealing with Authority, they expressed an Attitude which was somewhat more positive than average, although they were a little below average on Stance, and average for Engagement. They had an above average score for Neutral Affect, an average score for Negative Affect, and expressed no Positive Affect on these items, which gave them a below average score, internationally. Authority seems to be something they accept with reasonable comfort, and deal with in a relatively unemotional way.

The handling of Anxiety put them below the international average on both Stance and Engagement. Although their affect scores were in the average range, this very modest degree of effectiveness in handling anxiety would seem to leave them somewhat unprepared to deal with really upsetting crises.

All of their scores in the area of Interpersonal Relations were around the international average. They described themselves as getting along reasonably well, without much strong feeling about these issues.

In the Task Achievement items, on the other hand, they had the second highest score for Positive Affect and the lowest score for Negative Affect. Although their Attitude score was a little below the international average, it was still slightly on the positive side of the scale. Their Stance score was second highest of all countries, although their Engagement score was in the average range--and just barely above the neutral mid-point of the scale.

Their total scores, almost without exception, put them right in the middle of the international range. Indeed, this is a fair summing up of their self-portrayed style of behavior. They seem to be saying that they get along all right in life, not to any highly successful degree but also without many major failures or dissatisfactions. They do not express strong feelings, one way or the other, even about the handling of anxiety, where they are a little less effective than in other aspects of life; or in the area of aggression, where they seem able to deal competently and coolly with interpersonal attacks.

The scores they earned on the parent-child interaction stems were at or near average, in keeping with their very average status in other respects.

Story Completion

With only one or two minor exceptions, the behavior and attitudes they displayed on this instrument showed the same averageness that they showed on the Sentence Completion. They did earn an above average score for Affect Tone, a slightly above average score for Engagement and a slightly below average score for Persistence.

Considering the separate areas of behavior, they were just slightly above average in dealing with one of the Authority problems, one of the Interpersonal problems and the Nonacademic Task Achievement problem. They were slightly below average in dealing with the Academic Task Achievement story. On the other stories, they were in the average range, internationally.

Taking the data from all instruments together, these young people from the Chicago area displayed a remarkably level pattern of feeling and action. They are reasonably effective, more satisfied with life than not, and relatively unambitious to change their status in the world. It is almost as if they accept the world as it is, seeking to make it a humanly satisfying, mutually pleasant place, rather than drive themselves to "progress" or change their world. By their account in the Social Attitudes Inventory, they are by no means passive; but their effective coping actions seem to balance out with an equal number of defensive or ineffectual actions, so that the net result is a tolerable but undistinguished record in dealing with problems.

If educational measures could be undertaken to arouse them to stronger enthusiasm and eagerness to develop greater skills, while preserving their altruistic orientation, both their level of vocational effectiveness and their satisfaction with life could probably be enhanced. As it is, this newest generation of Americans shows little resemblance to the dynamic, go-getting image that was urged upon previous generations, and which some members of those earlier generations did, indeed, exemplify. These young people seem destined to perpetuate a relatively static society, unless some outside forces intervene.

AUSTIN

Occupational Values

These young Texans showed the same triad of outstandingly important concerns as the young people from the Chicago area, one step lower in intensity. Overall, indeed, their profile of values was strikingly similar to that of the children from Chicago. They had the second highest scores for concern with Altruism and Self-Satisfaction, and the third highest score for wanting job Security. These were among their top three or four concerns, internally, of all the values. While internally they gave Intellectual Stimulation a high ranking, this put them no more than average internationally. They showed a little more concern than their Chicago counterparts for pleasant Associates and even lower scores for Success and Creativity. They similarly gave low value to the importance of Prestige, compared with other countries as well as internally. They, like the Chicago youth, placed a low value on Independence, both internally and in comparison with the children of other countries. Although their international rank on Managerial interest was high, this was actually among their lower concerns, internally. Indeed, the one place where they deviated considerably from the Chicago pattern was their second highest value for the desire to follow father. This was the lowest of all values for the lower class children of Austin, but had a middle degree of importance for the middle class children. The Austin children spread their choices heterogeneously across the Intrinsic and Extrinsic values, so that these two scores were both at the mid-point, internally and in the international comparison.

Occupational Interests

Their pattern of ambitions and expectations was strikingly similar in profile to that of the Chicago children, but it fell to an even lower level. These Austin children had the lowest score of all countries for Occupational Aspiration and Expectation. Furthermore, they had the second lowest score for aspiring to work above the level of their fathers. Their above average Educational Aspirations score, like that of the Chicago youth, seems almost disconnected from their occupational thinking. Whatever it is that they like and seek in further education, it has little to do with advancing their vocational careers. Their various discrepancy scores showed little disparity between what they hope for and what they think their parents would like for them. The excess of their Aspiration over their Occupational Expectation put them at the upper end of the average range, internationally, but their absolute level of Occupational Expectation was so very close to the existing level of their fathers that they apparently neither want nor intend to make any great effort to achieve occupational mobility in their own lifetimes. Even more than the Chicago youth, they appear to be content with the status quo.

Social Attitudes Inventory

They had a very level profile on this instrument, with all scores in the middle except for a slightly below average score for Passive-Defensive behavior. Like the children in all countries, they portrayed themselves as coping effectively much more often than they saw themselves acting in a defensive manner; but they gave themselves about equal scores for coping actively and passively.

Sentence Completion

On the items dealing with aggressive encounters, they had average scores, both internationally and on an absolute scale, for both Stance and Engagement. They had the highest score of all national samples for Neutral Affect and the lowest score for Negative Affect. They seem prepared to take aggression if it comes and deal with it more or less adequately, without getting very upset or excited about it.

The attitude they expressed toward Authority was the most positive of all national samples. This was somewhat offset, however, by a slightly above average score for spontaneously expressed Negative Affect, a slightly below average score for Neutral Affect and a low (zero) score for Positive Affect. They had the second lowest score for taking a confronting Stance, and a score at the bottom of the mid-range, internationally, for Engagement. Overall, it may be that they respect authority (Attitude scale), but they don't particularly enjoy their encounters with authority figures and they do not cope with them very well, compared to children in other countries.

They dealt only fairly well with anxiety-arousing problems, having a below average score for Stance and an average score for Engagement, while receiving the second highest score for Negative Affect and the second lowest score for Neutral Affect.

In the realm of Interpersonal Relations, while they had the second highest score on Attitude, their expressions of Affect were more neutral than the average, with a less than average show of positive feeling. Their actions in coping with Interpersonal issues fell in the average range, internationally, on both Stance and Engagement.

In the area of Task Achievement, their Stance and Engagement scores were average, their Attitude score slightly above average, and their scores for Neutral and Positive Affect also slightly above average. They were below average, internationally, on the Negative Affect score.

Their profile of total scores pretty well sums up the general pattern they displayed. Although they expressed the second most positive attitudes, the spontaneous feelings they expressed in reacting to problems were more neutral than anything, and a little below average in Positive Affect. They were slightly below the international average in taking a confronting stance toward issues and in the mid-range for engaging actively with problems. This pattern seems quite consonant with their just-adequate self-descriptions on the Social Attitudes Inventory and their limited expression of occupational ambition.

On the parent-child interaction stems they had the second highest scores of all national samples. They appear to feel quite happy and secure in their family relationships.

Story Completion

In dealing with the problems in the stories, which is a somewhat more complex challenge than reacting to sentence stems, the children of Austin showed relatively poor coping ability. They had the second lowest scores, internationally, on Stance, Initiation, Implementation and Persistence. They also had the second lowest score for initial Affect Tone. Their expressed Attitude toward Authority was below average, too. The only place where they moved above average was in their interest in Sociability in the first story. Since they got the second lowest score on that story for coping effectively with the Academic Task involved, it seems quite clear that they chose to socialize with their peers, in the stories they made up, rather than complete the school assignment.

Their Coping Effectiveness scores on five of the stories were in the middle range, internationally, but none of them were more than barely average. On the Authority story (Ten), on the Anxiety story (Five), and on the Academic Task Achievement story (One), they had the second lowest scores of all countries. Their total Coping Effectiveness score was thus somewhat below average, and on the Aggression and Authority stories their scores were below the midpoint of the scales, toward the non-coping side.

Taking all of the data together, these children appear to be friendly, person-oriented, and contented enough with the lives they know in their families that they have very little ambition to rise above the occupational level of their families. Perhaps because they live in a stable, rather tranquil community which is more like a small town, in some ways, than the fast-moving, economically expanding metropolitan areas where the other national samples live, these children seem quite undynamic. They appear to have limited effectiveness, on the whole, in dealing with problems of any complexity, and they do not know how to handle anxiety very well, yet they are fairly well satisfied with themselves. In the Social Attitudes Inventory, for example, they reported that they are able to get along in life all right, but they made no claims for outstanding effectiveness in coping with problems. Such modesty seemed to be warranted by their relatively ineffectual performance on the Story Completion problems, and their modest performance on the Sentence Completion.

Quite unlike the image of their frontier forebearers as rugged individualists, these children seem inclined to fit in happily with the established system of life as they know it. Considering their lack of any strong discontent, it may be that they have gone largely unchallenged by any demands which would be strong enough to upset them and thus expose their limited coping powers.

Educationally, it would seem to be quite a difficult thing to stir children like this to strong, sustained effort when they perceive no great reason to stir themselves, or to move out of the reasonably comfortable style of life which they seem to take so much for granted. Possibly, involving them actively in social-service activities which exposed them to the unfulfilled social needs that actually exist around them, might appeal to their altruistic motivation. Some active engagement in serious undertakings where their efforts are clearly needed seems to be necessary to make them want to learn more effective, independent coping skills than they have developed up to now.

As prospective performers in the adult vocational world, these young people, on the average, seem to be a long way from the model of the self-starting, self-driving people who built the American society and its vigorous economy. If they are not to prove unequal to many of the traditional demands of adult society, in the careers they enter, and if they are not to arouse and encounter intense frustration, some new and dirrerent kind of vigorous, sustained intervention seems almost essential, to pry them out of their rut and make them more effectively self-fulfilling people.

Educationally, this pattern of relatively weak motivation and enterprise may explain why American children like this showed considerably less mastery of language and mathematical skills, in the International Study of Educational Achievement, than the children of many other countries whose investment in education is no higher than America's, if as high.

JAPAN

Occupational Values

When compared with the other national samples, the young people from Tokyo gave the greatest importance to Independence; although this had no more than a middle place in the internal rankings by the ten-year-olds in Japan, it received above average ranking among the fourteen-year-olds. The Japanese children also scored highest of all national samples in their concern for working in pleasant surroundings. This value had a very high ranking, internally, particularly in the working class sub-samples and among the girls. (Any visitor to Japan's homes and shrines has seen the importance of beauty in the Japanese tradition.) Internally, they had a strong interest in Creativity, particularly at age ten and this was reflected in their third highest score on this dimension among the national samples. They gave even higher place, internally, to Intellectual Stimulation and this, too, was reflected in an above average score, internationally.

Internally, they gave very low scores to the importance of economic rewards and this put them at the bottom of the international comparison. Although the ten-year-olds tended to give a middle rank to the importance of work where they could get ahead, this importance of Success declined among the fourteen-year-olds. The net effect was to put them second lowest in comparison with other national groups. They were also second lowest, internationally, in the value they gave to job Security, even though their internal ranking of this factor ranged around the middle. While the boys and girls ranked Altruism fourth and third highest, internally, this put them third from the bottom in the international comparison. They also ranked third lowest, internationally, on valuing Prestige, although this was a little above average among the ten-year-olds and a little below average among the fourteen-year-olds, internally.

Overall, they scored highest of all national samples on the Intrinsic values and lowest on the Extrinsic values.

Summing up, they appear to be inner-directed young people who value intellectual stimulation, a chance to be creative and a chance to do things in their own way. They stand out, particularly, for the importance they place on working in pleasant surroundings. While not uncommonly altruistic, they give low importance to making money, getting ahead in their careers and having job security. Considering the history of vigorous economic enterprise in Japan, this pattern of attitudes may foreshadow a major change in values in this generation. Such a change also may be foreshadowed by the fact that these children very strongly reject the idea of following in their father's footsteps, occupationally. They gave this the second lowest score of all countries. These young Japanese seem to be actively rejecting materialistic goals as they look toward the future, hoping instead for freedom and the chance to be self-expressive, both intellectually and esthetically.

Occupational Interests

Their Occupational and Educational Aspirations were in the average range. Their Occupational Expectations were below the international average. Although the range was quite small for all countries on the Aspiration-Expectation discrepancy score, the Japanese children did show the greatest difference between what they expect to achieve and what they would like to achieve in their careers, with their aspirations exceeding their expectations. They showed the smallest discrepancy of any country between their fathers' job level and their own aspirations. The range of scores on this variable was quite small, and the position of the Japanese children showed that they would like to achieve a level slightly higher than that of their fathers. The fact that the differences were not very great may reflect a large degree of realism in these children. In comparing their own wishes against those of their fathers and mothers, they were second highest of all countries in expressing more ambitious hopes than they believe their parents hold for them. (The inter-country differences were not large, even though they reached statistical significance.)

Social Attitudes Inventory

The Japanese children took a response-set toward this instrument, similar to the children of Yugoslavia, in which they gave fewer than average "yes" answers to any items. Consequently, their scores were uniformly low, in all four categories of behavior. They were second lowest for Active Coping and lowest of all national samples on Passive Coping, Active Defensive behavior and Passive Defensive behavior. Thus, they painted a rather critical view of their own coping abilities; but, most of all, they simply did not commit themselves to any firm assertions about how they act when confronted with problems. Whether they have excessively perfectionistic standards by which they judge themselves, or whether their low profile is the product of some kind of reticence to disclose their real style of action, the result is that they do not reveal that coping style in a clear, affirmative way.

Sentence Completion

The Japanese children differentiated quite sharply among the different areas of behavior in the attitudes they expressed and in the effectiveness with which they portrayed themselves responding to problems. On the Aggression items they earned the lowest score for Engagement and the second lowest score for Stance, giving actively avoidant or non-responsive reactions. Somewhat surprisingly, their affective expressions fell within the average range. This combination of scores suggests that they are ill at ease when faced with direct aggression from other people, or even from the non-human environment, and that they may repress a good many of their uncomfortable feelings.

Conversely, in reacting to the Authority items, they showed no reticence at all in expressing strong emotion. They got the bottom score for affective neutrality, the top score for Positive Affect and the second highest score for expressing Negative Affect. Their expressed Attitude toward Authority was just slightly above the theoretical mid-point of the scale, which made them the least positive of all the national samples in the attitudes they expressed on the Authority items. Their Stance and Engagement scores, on the other hand, fell within the average range, internationally. Thus, although they seem to have strongly ambivalent feelings about people in authority, this does not keep them from dealing with authorities in a reasonably effective way.

The picture changes sharply again, in the way they deal with Anxiety. They had the highest scores of all national samples on both Stance and Engagement. At the same time, they had the lowest score for Negative Affect and the highest score for Neutral Affect. They picture themselves as knowing what to do, and doing it in a firmly effective, unemotional manner, whenever they must cope with the inner sensation of strong anxiety.

Interpersonal Relations, on the other hand, evoked the second highest score for Negative Affect, the lowest score for Positive Affect and a below average score for Neutral Affect. They also got the second lowest score on Attitude, although this was still a little on the positive side of the scale. Despite their lack of pleasure or emotional equanimity in dealing with people, they earned the highest Stance score. Their score for Engagement was within the average range, internationally, although it was the lowest of the national samples within that mid-range. Even though they appear to find Interpersonal Relations less comfortable or less positively attractive than the children in most of the other coutries, they nonetheless are able to interact with people in a moderately effective way.

On the Task Achievement items, a very surprising pattern emerged--surprising in view of the reputation the Japanese have earned for hard work and economic productivity. These children of Tokyo expressed the most Negative Affect and the least Positive Affect of all national samples. They also achieved the second lowest score for Neutrality of Affect. Their expressed attitude toward tasks was the second-least positive of all national samples. Moreover, they scored below average on Stance and at the bottom on Engagement, internationally. This is not to say that they portrayed themselves as positively inept. Their scores were at or above the mid-point of these coping action scales. Nonetheless, they made it perfectly clear that they often dislike tasks and have no more than a lukewarm attitude or approach to them. They do not describe themselves as dealing very effectively with demands of school and work.

Needless to say, this is an extremely puzzling finding. Not only is the Japanese society one of the most effectively productive in the world, but the International Study of Educational Achievement demonstrated that Japanese school children effectively achieve a greater degree of mastery of subject matter than children of a similar age in any other country. Possibly what is appearing in the Sentence Completion is a rebellion against the strong pressures for academic achievement which these children may feel exerted upon them from all quarters. Certainly, the secret of their successful attainment in school subjects cannot be explained simply by this evidence on their attitudes. Perhaps the drive for achievement is in some sense an external one, pressing these children to succeed but also generating some active, inner unhappiness. A further study, in depth, is clearly required to illuminate this paradox.

Totaling their scores across all areas of behavior, these children came out lowest in Attitude (still slightly positive), and with the second highest score for expression of Negative Feeling. They have the second lowest score for affective neutrality, with a Positive Affect score that is in the average range. As far as concerns these children's reactions on the Sentence Completion, they clearly make no effort at emotional inscrutability. On the contrary, they express themselves with a good deal of feeling, of both positive and negative kinds. Their skill in dealing with Anxiety and Interpersonal Relations, along with their considerable savoir-faire in dealing with Authority, was enough to give them the third highest score on Stance, and a low-average score on Engagement, overall, despite their below average scores on these dimensions in the areas of Aggression and Task Achievement.

Perhaps the most striking feature of these children's behavior is the clear dissociation between the way they feel, personally, and the way they act. Despite a good deal of discontent or resentment, they portray themselves acting in an effective, socially approved manner. The one exception appears to be aggressive challenges: they don't deal well with hostile attacks, although they do not express as much emotional disturbance about this as they do about other problems which they overtly handle better. Possibly through long practice in coping with the internal tension that may arise, as they suppress their feelings in order to cope with (sometimes unwanted) external demands, they have little trouble coping with inner feelings of anxiety. Their true feelings, however, cannot simply be inferred from their actions, as can be done with many youth in the other nations.

There may be some clue to the source of this disparity between feeling and action, in their responses to the parental interaction stems. They earned the lowest score of all national samples in describing the quality of their relationships with their mothers and fathers. Their score was still above the mid-point, on the positive side, but a good deal less positive than in any other country. Since they were not significantly different from the other national samples on the items concerning the father, it would seem that the relationship with the mother may explain both their dutifully appropriate behavior, and the suppressed but recognized discontent they feel. The data in Volume III of this series should be of particular interest on this point.

Story Completion

On this instrument, the children earned relatively the lowest score on Stance, as if they more often would like to ignore or avoid problems. Thereafter, however, they earned the highest scores of all national samples for Engagement, Initiation, Implementation, Affect Tone and Persistence. They had the second highest score on Attitude toward Authority. When faced with the highly specific problems portrayed in the stories, they worked out effective, autonomous solutions. Their Affect Tone was actually neutral, not strongly positive; but this made them relatively less negative than the children of other countries. Overall, they coped very well, indeed.

In two areas, however, they did much less well than in all the other areas of behavior. In keeping with the findings from the Sentence Completion, they had the lowest score on the Academic Task Achievement story and the second lowest score of all countries on the Nonacademic Achievement story. Their scale scores were still somewhat above the theoretical mid-point, on the side of effective coping, but their relative standing by comparison with other countries, and compared with their achievement in other areas, was still substantially lower. Of the two stories dealing with Interpersonal Relations, they got a top score for the one about conflict in playing a game; but they got the lowest score of all countries for the story in which a boy encounters strange boys upon moving to a new community It may be that children in Tokyo do not ordinarily play on the street, and thus would be at a loss to know how to make friends with a strange group in that setting. Apart from these three situations, however, the children of Tokyo received top scores for coping effectively with Aggression, with Authority and with Anxiety. The net effect was to give them the highest standing on overall total coping effectiveness. The problem with aggression which they displayed in the Sentence Completion did not appear in this instrument.

All in all, the evidence from both projective instruments portrays the Japanese children as highly effective, self-reliant copers, although, on the Social Attitudes Inventory, they did not see themselves performing this effectively. The Sentence Completion evidence of negative or strongly ambivalent feelings underneath this effective pattern of action might forecast difficulties if the highly organized pattern of Japanese social control were to be broken; but further experimental study would be required to verify or refute such a speculation.

These youth do not appear to need any increased emphasis on specific skill-training for vocational success. They may need encouragement to exercise more autonomous judgment and action, if the Social Attitudes and the Sentence Completion results are any indicator; but the chief place where constructive action might profitably be focused is to give them considerably happier feelings about life, especially about other people. Even though they conduct themselves in a socially desirable way, they definitely seem to dislike the way people in authority treat them, and they distrust or resent such people. With their own peers, they get along pretty well on the surface but they feel somewhat uncomfortable inside. They may have a particular problem in dealing with people who act aggressively toward them. Educational programs can be designed to address just such needs, and improvement in these respects might contribute not only to greater industrial efficiency, but to future social harmony and stability.

AN INTERNATIONAL COMPARISON OF AGE TRENDS, SOCIO-ECONOMIC DIFFERENCES AND SEX DIFFERENCES

Given the stratified sample of children from nine locations in eight countries, it is possible to test the universality of any given characteristic. While one could scarcely generalize about "human nature" solely from these samples of urban populations, in highly developed or rapidly developing countries, at least it is possible to apply an empirical test to any given characteristic. If the characteristic is distributed in all samples in the same way, it can be called, for the purposes of this study, a "universal" pattern. If it appears in six or seven out of the eight samples in the same way, it may be called a "dominant" pattern, for the purposes of this discussion.

If the characteristic shows one pattern in some countries and a different pattern in other countries, this would definitely refute any contention that this was an inherent, universal characteristic of human nature. Indeed, if the pattern is different in even one country, this would suggest that cultural conditioning plays a major, if not exclusive, role in producing that characteristic.

In the preceding section, national profiles were identified and described. In the sections which follow, each measure, in each instrument, is examined to see if there are age, status, or sex patterns which occur uniformly, or almost uniformly, in all national samples. The data for these comparisons are contained in Figure 5.

The top line of each table in Figure 5 gives the item variable number (e.g., 21) and the item description (e.g., Occupational Values Frequency Item 1 - Altruism). Any two country mean scores can be compared by the Tukey test of Honestly Significant Differences. The Tukey HSD (which is given at the top right of the table) is found by the formula $q\sqrt{\text{within mean square}}$, with q for eight groups of more than one hundred and twenty subjects per group being .151. This number represents the smallest difference between two country means necessary for the two means to be considered different from each other at the .05 significance level. The means for variable number 21 can be compared as follows: Brazil is significantly lower than all other countries. England is significantly higher than Brazil, significantly lower than Mexico, Chicago, Austin, and Yugoslavia, but not significantly different from either Italy or Japan. Italy and Japan are both significantly higher than Brazil, lower than Chicago, Austin, and Yugoslavia but no different from England, Mexico, or each other. Mexico is significantly higher than Brazil and England, lower than Chicago and Austin, but not significantly different from the other stations. Chicago and Austin are significantly higher than Brazil, England, Italy, Japan, and Mexico, but not significantly different from each other or from Yugoslavia. Yugoslavia is significantly higher than Brazil, England, Italy, and Japan, but not significantly different from any other station.

The two rows of numbers beside the label "Country" give the means for all eight country samples, presented beneath their relative rankings. The figures located in the first column are for Brazil, indicating that the country mean is 7.34 (rounded to two places) for the Brazilian subjects and that this mean ranks eighth (last) among the country means. The last column represents Japan and indicates that Japan's mean score for this variable of 8.4 ranks sixth among country means. (If these two rows were blank, it would indicate that there are no country main effect differences significant at the .05 level.) The next set of rows represents the Country x Age interaction. The column under Brazil indicates that the mean score for ten-year-olds of 7.143 is lower than the mean score of 7.537 for fourteen-year-olds. The presence of this row indicates that this interaction, over all countries, is significant at .05; it does not mean that age is a significant differentiation within every country. The intra-country analyses discussed earlier must be consulted to determine whether age differences within individual countries are significant. The omission of means from the row labeled "Country x SES" indicates that this interaction is not significant at the .05 level. The Country x Sex rows should be interpreted analogously to the Country x Age rows.

The rows representing Age main and interaction effects indicate that the Age main effect is not significant at the .05 level. There were, however, significant Age x SES and Age x Sex differences. In this example, ten-year-old upper-lower class subjects scored lower than ten-year-old upper-middle class subjects, while fourteen-year-old upper-lower class subjects also scored lower than did fourteen-year-old upper-middle class subjects, but not to as great an extent as among the ten-year-olds.

The remainder of the table is similar; however, it should be noted that interaction effects are listed only under the first mentioned effect -- that is, all country interaction effects are listed under Country, all Age interactions (except Country x Age) effects are listed under Age, and so on.

The presence of means and directional signs or ranks indicate that the effect of interactions are significant at the .05 level. The omission indicates that either these effects and interactions are non-significant or that, in the case of specific variables, these effects and interactions are meaningless. For example, country rankings on the standardized achievement tests would be meaningless, since these scores were standardized separately within each country.

AGE TRENDS

Aptitude and Achievement

Since the Raven scores were standardized within each country and within each age group, no comparison for general age trends could be made. It was possible for social class differences in aptitude to occur differently in the two age groups, but no such age difference was found. Similarly, there might have been sex differences which were different at the two ages, but no such differences were found, either. In short, there were no differences in the status or sex distributions of aptitude when the two age groups were compared.

On the standardized test of Mathematics Achievement, although a direct comparison of the two age groups was not possible, there was a reversal in the relative performance of the two sexes between ten and fourteen years of age. At ten, the girls exceeded the boys; but at fourteen the boys outperformed the girls to a slight degree.

On the standardized test of Reading Achievement, the same reversal of the sexes occurred between ten and fourteen years. At ten, the girls slightly excelled the boys; whereas at fourteen the boys excelled the girls, and to a somewhat greater degree. There was also a decrease in the social class difference in Reading Achievement score from ten to fourteen years. At both age levels, the middle-class children exceeded the working-class children, but the difference was smaller at age fourteen. This does not appear explainable by differential retention in school at the two social class levels, since the middle-class score dropped from age ten to age fourteen, even while the working-class score rose somewhat.

There was also a decrease in the sex difference in Grade Point Average from age ten to age fourteen. The girls received higher grades than the boys at both ages, but the difference lessened at fourteen. This systematic sex difference occurred in all countries except Mexico, where the sexes had equal grade point averages, and in England, where the boys received higher scores than the girls.

It would appear that the higher grades teachers assigned to girls reflected more acceptable behavior, or other non-academic considerations, since at fourteen at least, the girls were excelled by the boys in both Mathematics and Reading Achievement. Except for the English pattern, which favors boys, this preferential reaction to girls was characteristic of teachers in all of the countries.

BRS Self-Ratings

There was a very widespread tendency for ten-year-olds to rate themselves more positively than did the fourteen-year-olds. On Academic Task Achievement, this was a universal pattern. On the scales measuring Coping Effectiveness in the other areas of behavior, this same age trend appeared in seven of the eight countries, with the sole exception of Yugoslavia in Non-Academic Task Achievement, Authority and Interpersonal Relations. Italy was the only exception to this decrease in self-rating in the area of Anxiety. In the area of Aggression, Italy and Yugoslavia were exceptions, while all other countries showed a decrease from ten to fourteen in self-evaluation. On the summary score, all countries but Yugoslavia showed this dominant pattern of a decrease with increasing age.

This age trend looks like a trend toward increased realism from ten to fourteen years. The actual mean rating which would be exptected in these samples would be 1.00. The ten-year-olds, however, gave themselves scores of 1.3 to 1.4, whereas the fourteen-year-olds moved down toward the mean, with scores averaging 1.1 to 1.3. It is interesting that in no country did the children rate themselves lower than average for their ability to cope with any kind of problem.

Austin, Japan, Brazil, and Chicago all started out high in their self-appraisals at ten years of age. These samples showed the greatest decrease from ten to fourteen years. England was high at ten, decreased a little, but remained still quite high at fourteen years of age. Italy was not very high at ten, but still declined somewhat at age fourteen. In Yugoslavia, the ten-year-olds rated themselves just above the mid-point of 1.00, and the fourteen-year-olds rated themselves a little higher than that.

Occupational Values

There was a universal trend, in all countries, for fourteen-year-olds to exceed ten-year-olds in the value they placed on Independence and on Security. In seven of the eight countries there was a dominant tendency for fourteen-year-olds to exceed ten-year-olds in the value they placed on Self-Satisfaction, Creativity and having pleasant Associates at work. England was the one exceptional country in the age trend for Self-Satisfaction, while Mexico was the exception in the age trend for Creativity and Associates. In six of the eight countries, the fourteen-year-olds exceeded ten-year-olds in the value they placed on Success, and in their score on the Intrinsic values. Italy and Japan were the exceptions in the case of Success, while England and Chicago showed a decrease with age on the Intrinsic score.

There was a decreased emphasis at age fourteen on several other values. This trend was universal in all countries for Prestige and for the importance of Following Father. In all countries except England, there was a decreased interest in Esthetic or Artistic careers. In six countries, there was a lessened interest, by fourteen, in acquiring Managerial power; this interest increased in Brazil and Chicago. The interest in Intellectual Stimulation was high at both age levels, but it lost ground by fourteen in all countries except Japan and Mexico, where it actually increased a little. There were increases with age in some countries, and decreases with age in other countries, on the remaining values of Economic Returns, pleasant Surroundings, Variety in the work, and the Extrinsic subtotal score. Brazil, Japan and Yugoslavia showed a decreased concern with Economic Returns by fourteen, whereas the other countries showed an increased interest. England, Mexico, Chicago, and Austin showed a decreased concern for pleasant Surroundings, while the other four countries showed an increased interest by fourteen. Brazil, Mexico, Chicago, and Austin showed a decreased concern for Variety while the other four countries showed an increased interest by fourteen. Brazil, England, Chicago, and Austin showed an increased interest in the Extrinsic cluster of values whereas the other four countries showed a decreased interest in these concerns.

The universal increase with age in the desire to be independent scarcely needs interpreting. The universal increase in concern for security would suggest that the young people in all of these countries are, by fourteen, approaching a sense of personal involvement in earning their own living and thus are developing a greater concern for being sure of a job (Security). The decreased concern with prestige and fame may reflect a tendency to give less weight to glamorous occupations and more weight to realistic, attainable kinds of careers, with increasing age. The marked drop in interest in following the father's career appears in all of these countries. The drop was sharpest in Yugoslavia, next largest in Mexico, but still sizable in the other countries. All of these national samples appear to have broken away from the traditional society where family occupational patterns tended to be stable from one generation to another. Rather, the children in all of these countries hope to get into careers which are of their own choosing, with no necessary relationship to the careers their fathers have pursued. In most of the countries, the children also hope to reach a considerably higher occupational status than the one their fathers occupy.

These trends are evident in the majority of countries where Success and Self-Satisfaction take on increased importance at fourteen. The increased importance of having pleasant Associates would seem to reflect the naturally developing interest of adolescents in their social relationships with agemates.

Educators have often observed that young children seem to be more intellectually eager and more creative than older children. Whatever the facts of their performance, the present data clearly indicate that in most countries the importance of these qualities, to the children themselves, decreases from a very high level at age ten to a closer to average level at age fourteen. The decreased interest in artistic careers may reflect a more realistic awareness of the availability of such careers, with increasing age. The decrease in interest in achieving Managerial power, except in Brazil and Chicago, may be a reflection of the worldwide turning away from the entrepreneurial ideal. This goal has less than average importance, at either age level, in any case.

Occupational Interests

In seven of the eight countries, the fourteen-year-olds had higher Aspirations and Expectations, occupationally, than the ten-year-olds. This was true everywhere except in Italy, where there was a slight decrease with age. Similarly, in seven of the eight countries, the discrepancy between the Child's Aspiration level and the father's actual occupational status increased from ten to fourteen years. Only in Chicago did it decrease slightly. Thus, instead of the possible decrease in Aspiration level which might be interpreted to show increasing realism with age, the older the children in most of these countries the stronger were their ambitions for occupational mobility. Their actual expectations were half a status level above the mean level of their fathers' occupations. This does not appear to be an unreasonably unrealistic hope for some members of this generation; but it is most unlikely that the entire age group will be able to achieve this much upward mobility. How much increased realism the next several years of living will bring to these children would seem to be an important thing for educators to study quite closely. If the inevitable frustration of these high hopes is not to breed lasting frustration and social discontent, it would seem well to give them honest, realistic, individually appropriate training and guidance as they move toward and into their adult careers.

Social Attitudes Inventory

There was a moderate but universal trend for fourteen-year-olds to report a higher degree of Active Coping behavior than ten-year-olds. There was a dominant trend in seven of the eight countries for fourteen-year-olds to report a lesser degree of Passive-Defensive behavior, except for Chicago. In the Latin countries only (Brazil, Italy, and Mexico), there was a tendency to report an increase in Passive Coping behavior with increased age. In the other countries, the trend was in the opposite direction. Active Defensive behavior was reported with decreasing frequency in Brazil, Italy, and Japan, but with increasing frequency in the other countries.

If experience teaches anything, the increase with age in active coping ability would certainly be expected, as a universal trend. The other alternative modes of reaction, however, show no such developmental inexorability. The increasing or decreasing use of passive coping mechanisms would appear definitely to be a function of cultural training. The increased use of active defensive behavior in five countries might argue for a developmental "declaration of independence" or an increased tendency toward aggressive behavior with adolescence. The difficulty with that as a statement of an "inherent" developmental tendency is that it simply does not hold true in three of the countries. Similarly, although there is less resort to passive defensive tactics in most countries, in Chicago there was an increased use of these mechanisms with age. All in all, the choice of active or passive modes of behavior appear to be heavily conditioned by cultural influences, just as most cultural anthropologists have reported.

Sentence Completion: Aggression

There was a universal tendency in all countries for Stance to become more confronting, from ten to fourteen. Similarly, in all countries but Yugoslavia, Engagement increased with age; and in all samples except Chicago, Coping Effectiveness increased with age. Furthermore, in all countries except Italy and Chicago, Negative Affect decreased in incidence and Neutral Affect increased, with increasing age. Most children, in most of the places studied, do learn to deal with aggressive people more effectively as they get older.

Sentence Completion: Authority

There was a universal tendency in all countries for expressed Attitude Toward Authority to decrease from a quite highly positive level at age ten to a somewhat less positive level at age fourteen. Similarly, there was a universal tendency for encounters with Authority to be handled in a more Affectively Neutral way by the older children. In all countries except Italy (where their score increased) there was a decreasing incidence of Negative Affect in encounters with Authority. In six of the eight countries, however, except for Brazil and Mexico, there was also a slight decrease in the incidence of Positive Affect. In six countries, except for Yugoslavia and Japan, there was a slight loss in the tendency to Engage actively in efforts to resolve problems with authorities among the fourteen-year-olds. There was no systematic trend in either Stance or Coping Effectiveness. These went down in Italy, Yugoslavia and Chicago (England, also, in the case of Coping Effectiveness). Stance and Coping Effectiveness went up, on the other hand, in Brazil, Mexico, Austin and Japan, with increasing age.

Dealing with Authority is an experience that becomes less comfortable between age ten and age fourteen, everywhere. Skill in dealing with such relationships does not reach an optimum level in any country by this time in early adolescence. Some cultures appear to pose a considerably more difficult problem for young people in this area, than other cultures. Dealing with Authority is one of the least effective skills of young people in all countries. The children in England, Italy, Yugoslavia and Chicago not only decreased in coping skill from ten to fourteen, but all of this downward movement took place below the midpoint of the scale, toward the actively ineffectual end of the coping scale. Even in the countries where there was improvement from ten to fourteen, only in Brazil was this above the midpoint of the scale at both ages; in Mexico it movedfrom below to above the midpoint. In Austin and Japan the movement was upward, but it started from a quite low level of relative ineffectiveness and simply became somewhat less negative with increasing age.

Sentence Completion: Anxiety

Except for a slight downward movement in Engagement from age ten to age fourteen in six countries (with Yugoslavia and Japan showing an upward movement), reactions to Anxiety occurred in one of two consistent patterns, in two clusters of countries. In England, Italy and Chicago, there was a decrease in Stance, in Coping Effectiveness and in Affective Neutrality from ten to fourteen, with an increase in Negative Affect. Conversely, in Brazil, Mexico, Yugoslavia, Austin and Japan, there were increases in Stance, Coping Effectiveness and Affective Neutrality, with a decrease in Negative Affect. It would be fascinating and important to study what cultural patterns of training and support produced this marked difference between these two sets of cultures. No simple, obvious explanation presents itself.

Sentence Completion: Interpersonal Relations

There was a universal improvement in Stance and Coping Effectiveness in dealing with people. There was also a universal decrease in the amount of Negative Affect expressed in this area of life. In seven of the eight countries, there was an increase in Affective Neutrality (Chicago excepted), and in the tendency to Engage actively to resolve problems (Italy excepted). There was a tendency in seven of the eight countries, except for Japan, for less positive attitudes to be expressed when Attitudes were directly requested by the items. Nonetheless, this moderate decrease in attitude tone did not interfere with the increasing skill in dealing with people which is evident, to some degree, in all of the countries.

Sentence Completion: Task Achievement

Although there was a dominant trend in seven of the eight countries (Mexico excepted) to express less positive Attitude toward Tasks, when attitudes were expressly requested, there was a universal tendency to express less Negative Affect and more Positive Affect in the course of describing reactions to tasks. There was no systematic age difference in Stance or Engagement, but in seven of the eight countries (England excepted) there was an increase in Coping Effectiveness from ten to fourteen years of age. Thus, while fourteen-year-olds are more prone to express unenthusiastic attitudes when consciously responding to questions about their attitudes toward tasks, they appear to find somewhat more intrinsic pleasure in the actual pursuit of tasks and in most cases they handle tasks more effectively than do ten-year-olds.

Sentence Completion: Total Scores

Fourteen-year-olds universally tended to express less enthusiastically positive Attitudes than ten-year-olds. At the same time, however, in the course of describing their coping reactions to problem situations, the fourteen-year-olds in seven of the eight countries expressed more Positive Affect and less Negative Affect. (There was a decrease in Positive Affect in Japan and an increase in Negative Affect in Chicago) In six of the eight countries, except for Italy and Chicago, there was an increase in Affective Neutrality in dealing with problems. Thus, it might be said that there is a very general tendency for children in most societies to become less emotional and more matter-of-fact in coping with life's problems.

There was a universal increase in Coping Effectiveness from ten to fourteen years, in all countries. In seven countries, Italy excepted, there was also an increase in the tendency to take a confronting Stance toward problems. Only in Engagement was there a departure from this general improvement. Here, as in the realm of Anxiety, the children of England, Italy and Chicago showed a slight decrease in effectiveness whereas the children in the other five samples showed some improvement.

While none of the age changes were very large, the consistency with which they appeared in most or all of the samples would appear to verify the hypothesis that coping skills and attitudes tend to improve with age, on the whole.

In keeping, perhaps, with the trend toward increasing independence, all of the national samples showed a slight decrease in the positiveness of Interaction with Father. In seven of the eight countries, Japan excepted, there was also a moderate decrease in positiveness of reported Interaction with Mother and Father. Relations with mothers seem to be more strongly positive than relations with fathers, at both ages.

The Reality/Fantasy Achievement Discrepancy score was standardized within country and within age group, so main effect analyses could not be performed. There was, however, an age by sex interaction which can be discussed. At ten, the girls had slightly positive scores, indicating that their achievement exceeded their projected self-images, wheras the boys had slightly negative scores, performing a little less well than they claimed. At fourteen, on the other hand, the girls' scores dropped considerably below the mid-point of the scale so that they were a good deal less realistic than the boys in estimating their achievement performance. The boys at fourteen maintained the same slightly self-inflated image that they had at ten whereas the girls dropped from slightly self-critical to rather unrealistic, self-congratulatory reports of their achievement.

Story Completion: Total Scores

There was a slight but consistent change in seven of the eight countries toward a less confronting Stance (except for Yugoslavia). On the other hand, there was a dominant pattern of improvement in seven of the eight countries in Implementation, Positive Affect about the outcome of the story resolution, Persistence and Sociability. Chicago lost ground, slightly, on the first three characteristics, while Yugoslavia declined on sociability from ten to fourteen.

In five countries, Mexico, Italy, Yugoslavia, Austin and Japan, there was an improvement from ten to fourteen in Engagement and Initiation, whereas the children in Brazil, England and Chicago showed declining scores on these two characteristics of coping behavior. Brazil, England, and Chicago also showed an increasing Negative Affect about problems with increasing age, as did the children of Italy and Austin; whereas the children in Mexico, Yugoslavia and Japan showed less negative feeling at the older age level. Similarly, the children of Brazil, England and Austin showed more negative attitudes toward authority at fourteen, whereas the children of the five other countries showed more positive attitudes toward authority at the older age.

The one national sample that showed a substantially negative trend with increased age on many variables, on the Story Completion and also on the Sentence Completion, was the Chicago area sample.

Story Completion: Coping Effectiveness

There was an increase in Coping Effectiveness from ten to fourteen on four stories, in six or seven of the countries. On the story about the boy who was pushed against the wall by an agemate (Aggression), the score moved from the non-coping side to the coping side of the scale, everywhere except Chicago. The Authority story about the mother punishing her daughter was handled better at age fourteen than at age ten in all countries except Italy and Japan. The movement here, too, was from the non-coping side of the scale to just over the midpoint on the coping side of the scale. On the Anxiety story about the boy who missed his train, the scores moved from somewhat effective to even more effective coping in all countries except England. The Interpersonal Relations story about the children disagreeing over a game was handled fairly well at ten and even better at age fourteen, everywhere except Brazil. The other Interpersonal Relations story, about the new boy in the neighborhood meeting some unfamiliar boys, was handled somewhat less positively at fourteen than at ten everywhere except in Mexico and Yugoslavia. The Academic Task Achievement story concerning the homework assignment was coped with effectively at both ages, but somewhat less at fourteen, except in Yugoslavia.

The other two stories showed contradictory age trends in different countries. The Non-Academic Task Achievement story about fixing the broken toy was dealt with more effectively at fourteen in England, Italy, Yugoslavia and Japan, but less effectively in Brazil, Mexico, Chicago and Austin. The Authority story about the father telling the boy not to play in the street was handled less ineffectively at fourteen in Mexico, Italy and Yugoslavia but somewhat more ineffectively in Brazil, England, Chicago, Austin and Japan.

The total Coping Effectiveness score, averaged across all stories, showed a dominant trend toward increased Coping Effectiveness with increasing age, in all but two countries. In England, the children had equal mean scores at the two age levels. In Chicago, there was an overall decrease in Coping Effectiveness. The general trend for most children in most countries is an increase in Coping Effectiveness, in general, from ten to fourteen years. The downward movement on the Academic Task Achievement story may reflect the growing independence of the older children and their lesser tendency to conform with academic demands. The cultural differences in age-trends in the broken kite story and the boy-in-the-street story apparently reflect either national differences in the relevance and importance of the stimulus problem at fourteen, as compared to ten years of age, or genuine differences in age trends in these different societies, particularly with regard to the authority problem.

Overall, the findings from the Story Completion data strongly tend to parallel the findings from the Sentence Completion data in showing this trend toward increasingly effective coping behavior and increasingly positive attitudes, in general, with increasing age.

SOCIAL STATUS DIFFERENCES

Aptitude

There was a universal status difference, in all countries, in the Raven Aptitude score. There was a large difference between countries, however, in the size of this status differential. The smallest difference was in Ljubljana, Yugoslavia where the separation of the two status levels was only one-fourth of a standard deviation. The next smallest status differences were in Italy and England. The largest difference occurred in the Chicago sample, where the distance between the two status groups was a full standard deviation. The next largest differences occurred in Mexico City, with .8 of a standard deviation, and in Tokyo, where the status difference was .6 of a standard deviation.

Thus, in half or more of the countries, the status differences are probably large enough to make a noticeable practical difference in the ability [illegible] the children to master academic knowledge and skills. At the same time, the size of the status difference varies so considerably from country to country that any naive genetic explanation of this difference is likely to be incorrect. Whatever the causes of this difference between the upper-middle class and the skilled working class, they obviously vary a good deal from one country to another. Cultural forces act to minimize this difference in places such as Ljubljana and Milan, while a different pattern of social forces appears to maximize such differences in the Chicago area communities and in Mexico City.

There is an additional fact which may cause this status difference to be underestimated in some of the locales. Much larger numbers of children were tested than were finally included in the sample that was analyzed in each place. A major criterion for including subjects was the completeness of their test data. Thus, if they were not in school on some of the days when certain instruments were administered, and this could not be made up at a later time, the children who missed those days were dropped from the sample. In other cases, the child may have been present for all testing periods but his ability to express himself with reasonable legibility or logical coherence may have been so limited that his responses to some of the instruments were unreadable or uninterpretable. Such a child was also dropped from the sample. In Austin, at least, at the ten-year-old level more than fifteen per cent of the working-class children who were initially tested had to be dropped from the sample because their written answers were either highly illegible or because they simply did not make any clear sense. This problem occurred most often on the free response instruments. Such functional illiteracy was a distressing thing to observe at the fourth and fifth grade levels. It must be emphasized that these were the children of the skilled working group. They were not the highly disadvantaged children of the unskilled working class, or "children of poverty." In contrast, almost no upper-middle class children had to be excluded for this reason.

The consequence, in Austin at least, is that the real difference between these two status groups in intellectual efficiency and academic performance is unquestionably larger than the scores of the finally selected samples would indicate. This phenomenon was observed in the other national samples, but with considerable variation from country to country.

Achievement

All three measures of achievement showed the same, universal status difference, with the upper-middle children substantially outperforming the working class children. This difference in performance was greatest in Mexico City, Austin and Tokyo. The smallest differences in both Math and Reading Achievement occurred in Sao Paulo, Ljubljana and Milan. The relative size of the difference tended to be the same, or very similar, in Math and in Reading, within any one country.

While the status differences in achievement tended to parallel fairly closely the status differences in aptitude, there were several notable departures from this pattern in the way Grade Point Averages were assigned to children of the two social groups in different countries. In Ljubljana, for example, although the status differences in Aptitude and objectively-measured Achievement were relatively small compared with other countries, there was the largest difference in the grades teachers assigned. Children from professional and managerial families won considerably higher grades than their working-class school mates. In Mexico City, on the other hand, although there were large status differences in Aptitude and Achievement scores, the difference in Grade Point Average was less than half as large as in Ljubljana. The difference still favored the upper-middle-class children, of course, as was true in all the other countries. In Chicago, the status difference in Grade Point Average was about the same size as the status differences in the standardized achievement scores; but the difference on all three of these performance measures was only half as large as the difference between the two status groups on the Raven measure of Aptitude. In the other national samples the status differences in Grade Point Average tended to parallel fairly closely the size of the status differences on the other measures of Aptitude and Achievement.

The situation in Brazil deserves special mention. There, more than ninety per cent of children at the working class level leave school before the age of fourteen. Consequently, those fourteen-year-olds from this status level who are still in school are apt to be a highly selected group, the most intelligent, the most strongly motivated to succeed and whose parents are most eager for them to be well educated. Therefore, one would expect the average ability and performance socres of this group to exceed the average scores of the fourteen-year-old upper-middle class group.

Significantly, although the Raven scores still showed an aptitude differential in favor of the middle class, at fourteen, it was only half as large as at ten years of age. Similarly, the status differences in Math and Reading Achievement decreased by two-thirds from ten to fourteen. The relativity of teacher grading is vividly evident, however, in the fact that teachers gave substantially higher Grade Point Averages to the fourteen-year-old upper-middle class children than they did to the high status ten-year-olds; whereas teachers gave substantially lower Grade Point Averages to fourteen-year-old working-class children than they gave the ten-year-olds. Thus, despite the greatly reduced difference between the Brazilian status groups at fourteen, in objectively-measured aptitude and achievement, the teachers substantially increased the difference in grades, in favor of the upper-middle class students.

In none of the other countries did working class children leave school by fourteen to anything like this degree. The drop-out rate was practically zero in Tokyo, and low in the other nations. Consequently, except in Brazil, the working class samples which were studied were reasonably representative of that segment of the total age group, in that community.

Peer Behavior Rating Scales

The partial segregation of children into different groupings according to sex, in some schools, or according to the dominant social economic background of the area served by the school, makes it necessary to be extremely cautious about interpreting apparent status or sex differences, even within an age group. The fact that the reference populations were different at ten and fourteen makes any overall comparison of the two age groups relatively meaningless. Nonetheless, it may not be an entirely random happenstance that in all but two countries (Brazil and Mexico), the upper-middle class children received higher ratings than their working-class schoolmates for effectiveness in performing Academic Tasks. Somewhat the same pattern appeared on the rating of performance in Non-Academic work. Except in Brazil and England, upper-middle class children received higher ratings, on the average. In seven of the eight countries, except for Brazil, upper-middle class children were rated better at getting along with teachers. The higher status children were also rated better at working with agemates than their working class counterparts, except in Brazil and England where there was a slight reversal in relative standing. Exactly the same pattern occurred on the item about handling Anxiety. Everywhere except in Brazil and England, children rated the upper status group better at this than the lower status group. Again, except for Brazil and England, upper-middle class children were reputed to handle Aggression more effectively than working-class children. Averaging the standings of all the items, on the BRS Summary score in all countries except Brazil, the high status children had better reputations with their agemates for effectiveness in coping with this diverse array of problems. It might be remembered that in Sao Paulo and Mexico City there was a relatively small difference in the way teachers graded the two status groups, which appears to correspond with the lack of difference in peer reputation. Otherwise, in the other countries, the direction of peer judgments was the same as the objective measures of performance and as teacher grades: in all cases these were higher at the upper-middle class level.

Self-Ratings

When a child nominated himself on the rating scales, he was in effect placing himself on an absolute, three-point scale. Consequently, it is possible to make direct comparisons among the national samples, across the status groups. The children of Brazil and England gave themselves markedly higher ratings for their ability to cope with Academic Tasks than did the children of Japan or Yugoslavia. The latter children, as a group, placed themselves at the mid-point of the scale, which would seem to argue for considerable realism on their parts.

On this same item, however, the countries were divided into two distinct groups as to the relative standing the children of the two social status levels gave themselves. Children in Brazil, England, Chicago, and Austin, who belonged to the working class rated themselves higher than did the upper-middle class children. Conversely, in Mexico, Italy, Yugoslavia and Japan the upper-middle class children rated themselves somewhat higher than did the working-class children. Quite clearly, the dynamics of self-esteem based on academic performance are not the same in these different countries. There is considerable difference in the way children of the two social levels see themselves in these different societies.

On the second item, having to do with Nonacademic work effectiveness, the children of Chicago and Brazil gave themselves much higher ratings than did the children of Yugoslavia, or than the somewhat more self-confident children of Mexico, Italy, and Japan. Here, again, in Brazil, England, and Austin the lower-class children gave themselves slightly higher ratings than did the middle-class children. In the other countries, the middle-class children gave themselves higher ratings.

Social status differences in self-ratings did not appear in the other items of the Behavior Rating Scales, having to do with relations with Authority, working with agemates, handling Anxiety and handling Aggression. Thus, there appeared to be no systematic, universal tendency for children of upper middle status to view themselves more favorably, overall, than do children of the skilled working level. Only in the realm of Task Achievement does a class difference appear; and in the majority of countries this parallels the real status difference in actual performance. It might be worth a deeper look into the reasons why the working class children of Sao Paulo, London, and Austin are slightly more self-satisfied than their upper middle status schoolmates, even though their actual performance is not as good.

Occupational Values

There was a universal status difference whereby the upper middle class children preferred Altruism, Independence and Self-Satisfaction to a higher degree than did the working class children. The upper middle group also preferred Intellectual Stimulation more than the lower class, in all samples except Chicago and Austin.

There was a universal tendency for the lower class children to value Security, Prestige, Economic Returns and Following the Father's Occupation more than did the upper-middle group. In addition, pleasant Surroundings at work mattered more to the lower class, everywhere except in Italy; and Variety in the work mattered more to the lower class than to the middle class, except in Yugoslavia and Japan. In six of the eight countries, England and Austin excepted, the working class children had a stronger interest in achieving Managerial authority than did the upper middle class children.

It may be that the children of higher social status can afford to take for granted the likelihood that they will have jobs and adequate income, and thus feel free to stress the importance of non-materialistic rewards in work. They have relatively little interest, however, in the Managerial status which many of their fathers possess. Moreover, they are less inclined to want to follow their fathers' careers. Since they aspire to high status, it would appear that they want to be free to choose specific occupations that suit their own interests; but these occupations still fall within the upper status range.

Everywhere except in England and Japan, enough of the working class children were interested in artistic (Esthetic) careers to give them a higher overall score for this value than the middle class children gave it. Coupled with their interest in varied work, among pleasant Surroundings, with assured job Security and adequate economic rewards, these children of working class background put the emphasis on pleasant and stable working conditions. At the same time, however, their interest in acquiring Prestige and Managerial power indicates an active interest in improving their stations in life, at least more often than occurs within the upper middle class group.

The remaining values showed distinct national differences. Creativity was valued more highly at the lower status level in Chicago, Austin and Japan; but the reverse was true everywhere else. Jobs where one could get ahead (Success) were valued more highly by the lower class children in all places except Brazil, Mexico and Chicago. Having friendly Associates was more important to the working class children in Yugoslavia, Austin and Japan; but the reverse was true in the other countries, where the upper middle class children favored this value more strongly.

Because of the national differences in emphasizing one or another set of values, there was no universal social class pattern in either the Intrinsic or Extrinsic scores. Intrinsic values were given higher rank by the upper middle class children in England, Italy, Yugoslavia and Japan; in Brazil, Mexico, Chicago and Austin these values were rated more highly by the lower class children. The pattern for the Extrinsic score was not simply a reciprocal of the Intrinsic score, in the case of Brazil. There, the values do not appear to have been very meaningfully grouped in these two ways, since the children of lower status achieved higher scores for both Intrinsic and Extrinsic totals than did the middle class children. In all other countries, the class difference on Intrinsic score was opposite to the class difference on the Extrinsic score, as might be expected if this way of clustering the values had some validity.

Occupational Interests

As would be expected, in every country the upper middle class children aspired to occupations which had a higher status level than the jobs to which the working class children aspired. It is important to note, however, that the working class sample in every country aspired to at least lower middle class kinds of careers. The highest level of ambition, for children of both social levels, occurred in Brazil, closely followed by the children of Mexico City. Relatively the least ambitious aspirations were held by the children of Austin, at both social levels.

The children in the Yugoslavian sample were very close to the pattern of the Austin children. In both of these locations, if the average status of the children's families at the upper middle class level were taken to be 2.0, the children's aspirations for careers with an average status score of 2.3 or 2.4 meant that they were actually willing to settle for slightly lower status careers than the ones their fathers possess. This same willingness to accept a modera degree of downward mobility was apparent in the upper middle class sample in the Chicago area. These were the only places where the children's aspirations did not equal or exceed the present status level of their families.

The children's Expectations in all countries closely paralleled their Aspirations. In all countries, the middle class children expected to occupy careers of higher occupational status than those the lower class children expected to achieve. Again, the highest expectations were found in Brazil and Mexico; the lowest in Austin and Yogoslavia, closely followed by Chicago and Japan. The largest status differences in career expectation were found in Italy, England and Japan. The smallest differences in Expectation between the two social groups occurred in Austin, Yugoslavia and Mexico. The upper middle class children in Austin and Yugoslavia, and to a lesser degree in Chicago and Japan, actually expected to achieve occupations which have somewhat lower status than the ones which their fathers currently possess. From the scores in Figure 5 which show the Country x Sex means, it is clear that these relatively low Expectations were primarily due to the modest career expectations held by girls, at the upper middle class level. At the working class level, there was very little difference between the expectations of girls and boys; the difference that did exist favored the boys.

There was a status differential in the amount of difference between Expectation and Aspiration. The working class children showed a somewhat greater discrepancy than the middle class children, as might be expected. This was a universal pattern in all countries. Similarly, in all countries the ambition of working class children to exceed their fathers' status markedly exceeded the ambition of the upper middle class children to excel their fathers. In fact, averaging the children of all countries together, the upper middle class children showed a slightly lower aspiration level than the actual status of their fathers, due mainly to the lower aspiration level of the girls at that social stratum.

On the average, working class children in all countries hoped to rise more than 1.5 points on the 6-point scale of occupational status. This would represent an upward mobility from skilled working class status to middle middle class kinds of work, verging on the upper middle class professional and managerial occupations. Clearly, there is a strong desire for very substantial social and occupational mobility among the working class children in all of these countries. Their aspiration is certainly greater than the probability that their whole social class group will be able to elevate itself that far. This ambition is strongest, by far, in Brazil, followed by Mexico, Italy and Chicago. Working class aspirations are still very substantial, indeed, but not quite as marked, in England, Yugoslavia and Austin.

There was only a small status difference in the children's perceptions of the relative strength of their fathers' aspirations for them, as compared with their aspirations. In all countries, working class children thought they had slightly higher aspirations for themselves than their fathers held for them; but this was a very small difference. The upper middle class children generally saw no discrepancy between what they wanted and what their fathers wanted for them. Thus, at both social levels, the children in all countries feel that their occupational aspirations are supported by their fathers and mothers. They report a high degree of consistency and agreement within their families on hopes for the children's careers. There was one slight exception to this when boys and girls were compared at the two social levels. At the lower class level, boys felt they were a little more ambitious for themselves than were their parents, whereas the girls appeared to feel there was no difference between their own and their parents' aspirations. At the middle class level, however, boys actually reported that their fathers wanted slightly higher occupations for them than they, themselves, aspired to. No such difference was evident among the upper middle class girls.

There was a universal social status difference in educational aspiration, with the upper middle children desiring more advanced education than the working class children. As in the case of occupational ambitions, however, children of both social levels had very high aspirations in an absolute sense. Except in England, where the average working class child said he would be satisfied with completion of some secondary education, the working class children in all other countries aspired to some post-secondary or university education. The highest aspiration levels in the skilled working class were observed in Brazil and Chicago. The relatively lowest aspirations in this social group were observed in England and in Yugoslavia.

Social Attitudes Inventory

In Brazil, Mexico, Italy, Yugoslavia and Japan, the middle class children gave themselves higher scores for Active Coping with problems than did the working class children. In England, Chicago and Austin, the opposite was true; the working class children rated themselves higher on this than did the middle class children. The middle class children in Brazil, Mexico, Italy and Yugoslavia also gave themselves higher scores for Passive Coping than did the working class children. On the other hand, the working class children in England, Chicago, Austin and Japan gave themselves higher scores for Passive Coping. In short, the working class children in England, Chicago and Austin saw themselves as coping more effectively, either by active or passive means than did the middle class children. In all of the other countries except Japan, the opposite was true; the middle class children saw themselves coping effectively, in one way or the other, more than did the working class children.

There was a universal status difference, however, when it came to Defensive behavior. Working class children in all countries more frequently described themselves with Active and Passive Defensive items than did children at the upper middle class level. Thus, by their own account the working class children in all countries felt that they cope somewhat less well than the upper middle class children, chiefly because they more often react in unproductive, defensive ways. This status difference was most marked in Austin and Yogoslavia; smallest in Brazil, Mexico and Japan, as regards Actively

Defensive behavior. The largest status differences in reporting Passively Defensive behavior occurred in Mexico, Brazil and Austin; the smallest status differences appeared in Japan and England.

Living in the working class level of society seems to generate somewhat greater defensiveness than life at the upper middle class level, in all of the societies studied. Beyond this, however, there are substantial national differences in the pattern of active or passive coping devices which are fostered, and also in the degree to which defensive behaviors are generated -- or are not obviated by effective social training.

Sentence Completion: Aggression

There was a universal pattern in all countries whereby the upper middle children excelled the working class children in their scores for taking a confronting Stance toward problems of Aggression, and for Coping with such problems. In all countries, also, there was a very small but significant status difference in expressed emotion. The working class children were more apt to express Negative Affect while the middle class children were more apt to display Neutral Affect. In six of the eight countries, excepting only Brazil and Mexico, the upper middle class children also had a greater tendency to engage actively in efforts to resolve problems of Aggression.

Overall, upper middle class children in all countries are more apt to try to reason out conflicts with other people, rather than react with counter-aggression. This is, of course, the middle class definition of the most effective way to deal with hostility. There is a good deal of empirical evidence, however, that this approach decreases the likelihood of continuing violence or hostility. At any rate, by this standard, the upper middle class children cope better than the working class children.

Sentence Completion: Authority

There is no such universal pattern, at all, when it comes to dealing with people in authority. In this realm of behavior, there were marked national differences. For example, in Italy and Yugoslavia the working class children earned higher scores for Stance and Engagement than did the middle class children. In Yugoslavia they also earned higher Coping Effectiveness scores, as did the working class children in Brazil. In the other countries, however, the middle class children exceeded the working class children in the effectiveness of their Coping activities. There were no significant status differences in Attitude, Negative Affect or Positive Affect toward Authority. There was a significant difference in the incidence of Neutral Affect, though. In England, Chicago and Japan, the working class exceeded the middle class in this respect, whereas in Brazil, Mexico, Italy and Austin the upper middle class children had higher neutrality scores.

Overall, no broad, universal generalization can accurately be made about the attitude of youth toward authority. The nature of adult-child authority relationships clearly varies from society to society, particularly with regard to the way these authority relationships are managed in the working class and in the upper middle class.

Sentence Completion: Anxiety

While there were no significant status differences in Stance or Engagement, there was a universal trend for the middle class children to excel the working class children in Coping with Anxiety, in doing this with Neutral Affect, and in expressing less Negative Affect in the process. Whether this social difference simply reflects the greater economic security of people of the upper middle class level or whether it is a symptom of more effective training in the handling of anxiety, in all countries the children of higher status deal more effectively with their own feelings of anxiety.

Sentence Completion: Interpersonal Relations

The upper middle class children in all countries showed a slightly greater degree of Stance and Engagement. In all countries except Brazil, they showed greater Coping Effectiveness in dealing with people.

No such universal pattern was found in the Affective realm. There, the lower class children in Brazil, England and Yugoslavia had more positive Attitude scores, expressed less Negative Affect and were more prone to handle interpersonal relationships in an affectively neutral way. Conversely, in most of the other countries the middle class children showed more Neutrality and less Negative Affect. In Mexico, Chicago and Austin, in addition, the middle class children also showed more positive Attitudes. Social relationships at the two social class levels differ in all countries; but which level has better interpersonal relationships depends on the individual country.

Sentence Completion: Task Achievement

There were three universal trends, all favoring the upper middle class: Coping Effectiveness, low Negative Affect, and high Neutral Affect. The difference in the Affect scores was very small, however, although statistically significant. There was no status difference in Stance or Engagement. In expressed Attitude toward tasks, the working class children were more positive than the upper middle class children in Brazil, Mexico and Austin, whereas in all of the other countries the reverse was true. Overall, these findings paralleled the status differences in academic performance.

Sentence Completion: Total Scores

Because of the varying patterns in different countries on Attitudes, Affective Neutrality and tendencies to Engage, which differed in different areas of behavior, there were no systematic status differences.

on these variables. Stance averaged out higher at the upper middle class level in six countries, except for Italy and Yugoslavia. There was a small, universal tendency for the upper middle class children to express more Positive Affect, in general, and a slightly stronger tendency for them to express less Negative Affect. There was a definite difference in Coping Effectiveness in all countries in favor of the upper middle class children.

This moderate superiority in Coping Effectiveness of the higher status children matches the way they described themselves on the Social Attitudes Inventory, where they portrayed themselves as more active copers and as less given to defensive behavior than the working class children. Their relatively greater effectiveness in dealing with problems in this free response instrument also matches their superiority in performance. Whether their superiority in intellectual aptitude, as estimated by the Raven, is causally related to their moderately greater Coping Effectiveness, or whether both measures are parallel products of a process of socialization that is more favorable for the higher status children, is a question requiring much additional study. It would appear that cultural conditioning is an extremely potent force, influencing intellectual performance over and beyond any possible effects of genetic potentialities. The substantial disparity in social status difference in Aptitude scores, from one country to another, is not matched by a similar degree of disparity in coping ability, taken country by country. This is true whether the measure of Coping Effectiveness is objective academic performance, self-report as in the Social Attitudes Inventory, or projected performance on the Sentence Completion.

The largest status difference, by far, occurred on the Reality-Fantasy Achievement Discrepancy score. On this measure, the upper middle class children strongly excelled the working class children. They tended, if anything, to underplay the effectiveness of their achievement performance, whereas the working class children tended to paint a good deal rosier picture of their own performance than the facts warranted. This status difference was most strongly marked in Mexico City, Austin and Tokyo. It was relatively smallest in Chicago, Yugoslavia, Brazil and Italy. This universal status difference is so substantial that it suggests a major difference in standards of self-judgment at these two social levels. The children of the upper middle class appear to set much more demanding standards for themselves in judging their own accomplishments. Whether by setting themselves easier standards or by wishfully exaggerating their own view of their performance, working class children everywhere seem able to satisfy themselves quite happily with considerably less effective performance, at least as performance is measured by achievement in school.

There may be one clue to this difference in self-appraisal in the reports the children gave on the Parent Interaction items. There was a universal tendency for working class children to feel more positive about their interactions with parents. In the six countries other than Brazil and Yugoslavia, this same status difference was found on the items concerning relationships with father. The possibility would seem worth exploring further, that school achievement is less stringently demanded and less importantly weighed at the working class level than at the upper middle class level, perhaps particularly in contrast to the value given to personal relationships within the family.

Story Completion: Total Scores

Although there was a universal tendency for the working class children to exceed the middle class children in their Stance score, on the one Task Achievement story where this dimension was measured, the upper middle class children showed a universal superiority in Engagement, Initiation and Implementation. They also exceeded the working class children in Sociability, in all countries except Italy and Yugoslavia. In general, the upper middle class children in all countries seem to deal with problems in a more autonomous, self-reliant way.

The picture is very different, however, on the Affective side. There were substantial differences, from country to country, in the relative degree of positive attitudes toward confronting problems, the probable outcome of coping efforts, and attitudes toward authority figures encountered in some of the problem situations. In England and Chicago, for example, the working class children felt more positive, both toward the challenges of the stories and toward authority figures encountered within the problem situation. In Austin and Japan, on the other hand, while working class children felt happier about the problems they encountered, they had less positive feelings toward authority figures than did the upper middle class children. In Brazil and Mexico, just the opposite was true. Here, the middle class children felt more comfortable about the problems but had less positive Attitudes toward Authority. In short, as in many other places in the data, the evidence suggests that affective response patterns, in particular, are the product of social training which differs systematically from one culture to another.

Story Completion: Coping Effectiveness

Culturally different expectations or training appear to operate strongly when highly specific problems are posed, as in the Story Completion. There was a universal status difference on only one story, that dealing with the new boy in the neighborhood who encountered an unfamiliar group of boys at the corner of his street. Working class children, everywhere, outperformed upper middle class children in dealing with this particular problem.

It may well be that in these urban populations, working class children are more likely to play on the street and thus to develop a practiced skill in dealing with this kind of situation, whereas upper middle class children are less likely to learn to deal with strange children on street corners, in a literal sense. On the other hand, if the difference in response pattern were this literally restricted by the particular stimulus, it might be expected that boys would do better than girls in dealing with this story about boys; but no such sex difference appeared in any country.

There was no systematic status difference in the way the children dealt with the other problem in interpersonal relationships, involving a disagreement over the rules of the game.

The only other widespread status difference occurred on the Anxiety story about the boy who missed his train. In all countries except England, the upper middle class children coped more effectively with this situation than the working class children. Here, again, it is at least possible that the higher status children are more likely to have had the actual experience of traveling by train, or at least to have traveled by some means, and thus gained a somewhat greater familiarity with the problem. This status difference does, of course, parallel the difference in Coping Effectiveness favoring the upper middle group in the Anxiety area of the Sentence Completion data.

On all the other stories, there was either no significant status difference (Stories Six, Seven, Eight and Ten), or the direction of status difference varied from one set of countries to another. For example, in Mexico and Japan the working class children coped better with the second story, where the boy's father told him to get out of the street to avoid danger. In all of the other countries, the middle class children handled this situation more effectively. On the Academic Task Achievement story (Story One) there was a significant status difference in the way boys and girls coped. At the working class level, girls handled the situation better than boys; whereas at the upper middle class level, boys excelled girls.

Averaging Coping Effectiveness across all stories, the working class children excelled the middle class children in England, Austin and Japan but were outdone by the middle class children in the other locations.

The limitations of the psychometric scoring of the Story Completion data unquestionably account for some of the almost random variation in scores that seemed to occur, but the instrument does show distinct cultural differences between England, Austin and Japan, on the one hand, and Brazil, Mexico, Italy and Yugoslavia on the other hand, with Chicago showing a unique pattern of its own. Indeed, there is a certain degree of national uniqueness in the pattern of scores of each different sample.

Summary

Taking the data from all instruments together, it seems that two generalizations can validly be stated: first, something about growing up in the upper middle class produces better coping skills, on the whole, than life at the working class level, in all countries; but, second, this is not a simple, inevitable phenomenon in all aspects of behavior, in all countries. Whether the evidence be performance in school, ratings by agemates, conscious self-appraisal, or response to problems in projective instruments, upper middle class children have a tendency to show more initiative, more self-reliance and more effective ways of dealing with the majority of problems. This situation is reversed, however, in some countries, when it comes to dealing with authority relationships and interpersonal relationships. In some countries, even when the upper middle class children are able to take more effective action to deal with a problem, their emotional comfort and poise may be no better, sometimes not even as good as that of working class children of their country. Each country, therefore must be examined separately to determine the pattern of action and feeling displayed, sometimes differently but sometimes alike, in the two different social levels.

SEX DIFFERENCES

Aptitude and Achievement

The most notable pattern to emerge from the data was the fact that there were significant sex differences in Grade Point Average and Peer Ratings in favor of the girls, in six or seven of the eight research locations. This occurred despite the fact that there were no systematic sex differences in Raven Aptitude scores, no significant sex differences whatever in the Mathematics Achievement scores, and sex differences in favor of the boys on Reading Achievement in four of the eight samples. Boys had slightly higher Raven scores than girls in Brazil, Mexico and Chicago. The girls in other locations had somewhat higher Raven scores than the boys. The greatest sex differences occurred in Mexico City and Tokyo. The smallest sex differences occurred in England and Italy. Although girls excelled boys in Reading in England, Italy, Japan and Austin, the boys performed better than the girls on the standardized achievement test of Reading in Brazil, Mexico, Chicago, and Yugoslavia.

The traditional expectation in American education has been for girls to outperform boys of the same age in academic work, at least through elementary school. Indeed, the explanation has sometimes been put forth in textbooks on child development that girls are physically more mature than boys from birth onward, by almost a year, and that this accounts for their superior performance. The facts from the present study indicate that this presumed superiority does not exist, in any systematic sense. In Austin, the girls do perform better than boys; but in Chicago, the reverse is true. The objective measures of achievement show no systematic superiority of either sex over the other when one considers the way in which differences favoring boys in some societies are balanced out by differences in favor of girls in other societies.

Something very definitely is at work, however, in most of these countries, to give the girls better reputations with both teachers and agemates. Except in Mexico and England, girls were given consistently higher grades than boys, on the average, by their teachers. In all countries except Mexico, the Peer Behavior Ratings given to girls for academic performance were higher than the ratings given boys by their classmates. Peers rated girls higher than boys for performance in nonacademic pursuits, as well, except in Chicago and, again, in Mexico. Only in Mexico did boys have better reputations for getting along with teachers. Everywhere else, girls got higher scores on this rating scale. The largest differences in Grade Point Average and in peer reputation for academic effectiveness occurred in Austin. The second largest difference in grades favoring girls occurred in Sao Paulo but the difference in peer ratings there was extremely small. The smallest sex differences on both of these measures occurred in Mexico City, where it was actually reversed, favoring the boys to a slight degree.

In London, boys won somewhat higher grades from their teachers, even though their objective performance in reading was slightly less effective than that of the girls, and despite the fact that their own classmates did not believe they work as hard and effectively as the girls.

Otherwise, except in Mexico and England, something about girls' ways of behaving in school earned them better grades than boys, quite apart from their actual mastery of reading and mathematical skills. Observers in all of these societies have suggested that it is probably the more quiet, conforming demeanor of girls that earns them this preferential evaluation, not only from teachers but from their classmates.

Peer Behavior Ratings

In addition to the findings just reported, girls tended to be rated somewhat higher than boys for their ability to work with people of their own age (except in Mexico). There was no systematic sex difference in reputation for coping with Anxiety. Girls were rated higher than boys for this capability in Brazil, Italy, Chicago, Austin and Japan; but boys were rated higher in Mexico, England, and Yugoslavia. The differences tended to be quite small in most places. Peers rated girls better able to cope with aggressive treatment in Brazil, Chicago, Austin and Japan. The reverse was true in the other four countries. These differences were all very small. There was no universal tendency to see girls or boys as more effective in dealing with hostile encounters.

The BRS Summary score gave a small superiority to girls in all countries except Mexico. The difference in favor of girls was relatively greater in the Chicago and Austin samples.

Self-Ratings

The countries were evenly divided between those where boys rated themselves higher than girls and those where girls rated themselves higher on their performance in Academic work. When Nonacademic work was the issue, boys gave themselves somewhat higher ratings than girls, except in Japan and Italy. Girls thought they got along better with Authority than boys, by a slight margin, except in Mexico and England, where the boys rated themselves a little higher than the girls. The countries were evenly divided, again, on the self-ratings for ability to work with agemates. Boys rated themselves a little higher in Mexico, England, Yugoslavia and Japan; the opposite was true in the other four countries. Except in Japan and Italy, boys did tend to see themselves dealing with Anxiety better than did girls. The same greater self-confidence among boys was evident in dealing with aggressive behavior, except in Brazil and Italy, where the girls rated themselves slightly higher than did the boys.

The Summary score across the self-ratings showed boys giving themselves higher ratings than girls in England and Mexico, with a slight tendency in this direction in Chicago. In the other five locations the girls rated themselves in a way very similar to the way the boys rated themselves.

The sex differences in these self-ratings almost exactly paralleled the sex differences in teacher grades. Except in Mexico and Chicago, the sex differences in self-rating bore little connection to actual differences in objectively-measured academic achievement, however. There appears to be general agreement among most teachers and children, in all of these countries, on a global pattern of behavior in school which is more important than just subject matter mastery in earning children a reputation for performing well. Of course, as will be seen in the discussion of the correlation findings, below, there is a very substantial correlation between reputation and objective achievement. In individual cases, performance and reputation seem to go more or less in hand; but there is a systematic bias in favor of the way girls act, among both adults and children, everywhere except in England and Mexico.

Occupational Values

A very marked sex-typing of values emerged from the data. On fourteen of the fifteen values there was either a universal or a dominant tendency for one sex to prefer a given value significantly more than did the other sex. The boys universally gave more importance to Creativity, Prestige, Economic Returns and Following in their Fathers' occupational footsteps. In every country except Brazil, the boys valued the chance to achieve Managerial power more than did the girls. Everywhere except in Mexico and Yugoslavia, boys valued Success more than girls; and except in Mexico and Japan, boys stressed the importance of Security more than did girls. Overall, boys universally gave higher weight to the Extrinsic values than did girls. This was particularly true in Chicago, Austin and England; relatively least noticeable in Japan and Yugoslavia. Thus, although the entrepreneurial values were not highly regarded by either sex, boys systematically valued them more than girls.

The feminine value pattern, not surprisingly, universally stressed Altruism, Esthetic values, the importance of pleasant Surroundings and pleasant Associates and the importance of finding Self-Satisfaction in one's work. Everywhere except in Yugoslavia, the girls also gave greater weight to the importance of Intellectual Stimulation than did the boys, although this was one of the higher-ranked values for all children. Everywhere except in Yugoslavia, again, and Japan, the girls gave more importance to Variety in one's work. Everywhere, girls gave higher rank to the Intrinsic values than did boys. This was particularly true in Chicago and Austin; relatively least notable in Brazil, Yugoslavia and Japan.

If the reaction to the item about Following the Fathers' occupation might be taken as an indication of sex role identification, the greatest polarization between boys and girls appears to take place in Chicago, England and Austin, with the least sex difference in Japan and Yugoslavia.

All in all, the universal sex-typing of nine of the fifteen values, indentically in all countries, and the additional sex-typing of most of the other values in the great majority of countries, indicates a very widespread belief among children, themselves, that the things that matter most in life are not the same for boys and girls. Girls may ardently desire social and economic equality with boys, in those places where they do not now have it; but it is very clear, indeed, that they do not want to achieve it by the same means as boys. The girls, as a group, turn out to be strongly humanistic in their interests and much concerned with having pleasant, attractive surroundings and associates. Their interest in intellectual stimulation and in variety seems part of this esthetic orientation, rather than practical, result-mindedness. Conversely, the male values emphasize practical success, power, prestige and the authority and security which accomplishment can bring. There seem to be no surprises in these findings, unless it be the universality of the relative sex-role polarization which is evident in all of these societies.

Occupational Interests

Everywhere except in England and Yugoslavia, the boys showed higher Aspirations and Expectations than the girls, in looking toward their future careers. In England, too, the boys wanted more education than the girls; only in Yugoslavia did the girls' aspiration exceed the boys'. There were universal trends, although very slight in size, for the boys' Discrepancy between Occupational Aspiration and Expectation to exceed that of the girls. The greatest sex differences in Occupational Expectation, and in ambition to exceed the fathers' occupational status, occurred in Mexico and Japan. In Mexico, as well, there was the greatest sex difference in Occupational Aspirational level. Mexico and Japan also showed the strongest sex differences in Educational Aspiration. In all of these cases, the smallest, or even reverse sex differences, occurred in England and Yugoslavia.

In short, boys in most countries are more eager for occupational mobility than girls, and they seek it through both educational and vocational mobility upward.

Social Attitudes Inventory

There was a universal trend for boys to describe themselves as Actively Coping more often than did girls. There was also a universal trend for boys to more often describe themselves as behaving in an Actively Defensive way. To sum up, boys everywhere saw themselves active, whether in coping or defensive ways, more often than did girls. While there was no systematic sex difference on the Passive Coping dimension, there was a sex-typed pattern in seven of the eight countries on the Passive-Defensive dimension. Everywhere except in Japan, girls more often chose Passive-Defensive descriptions to represent their own behavior than did boys. This sex difference was greatest in Chicago and Yugoslavia; reversed in Japan. As for Passive Coping, the boys chose this more often than the girls in Brazil, Mexico, Yugoslavia and Japan, while girls chose such items more often in England, Italy, Chicago and Austin.

It is no surprise to discover this pattern for boys to deal more actively with challenges than girls, unless it is the very universality of it. Freud's observations about the relative passivity of women, as compared with men, occasioned a good deal of subsequent study, discussion and sometimes controversy. Social anthropologists have reported varying opinions, ranging from Margaret Mead's view of the mutability of sex typing in this respect to Montagu's view that women are, indeed, more passive and should be proud of it. The present evidence clearly shows that the boys and the girls in these quite different countries do see themselves in the polarized way that is commonly supposed: boys active and girls passive, relatively speaking.

Sentence Completion: Aggression

There was a small but universal tendency for girls to exceed boys in Engagement. In six countries, excepting only Brazil and Italy, they also exceeded the boys in Stance. Nonetheless, there was no systematic, worldwide sex-related pattern in either Coping Effectiveness or Affective reactions. Boys in Brazil, Mexico and Italy earned better Coping scores than girls. In these same countries, along with Austin and Japan, boys were more affectively neutral and expressed less Negative Affect. In England, Yugoslavia and Chicago, exactly the reverse pattern appeared. The boys coped less well than the girls, with more Negative Affect and less affective neutrality. The boys in Austin and Japan did not cope as well as the girls, but they were more affectively neutral and showed less Negative Affect than the girls. How well children handle aggressive challenges, and with what feelings, is much more determined by the social patterns of their society than by their sex, these data indicate. There may be some tendency for girls to respond more actively to such challenges but this does not make them more effective, necessarily, in coping with aggressive people.

Sentence Completion: Authority

In the realm of Authority relationships, a very similar pattern of culturally determined coping actions appeared, although there were sex-typed patterns of emotional reaction. Boys expressed more positive Attitudes and showed somewhat better Stance, Engagement and Coping in Brazil, Mexico and Italy. (In fact, the boys everywhere excelled girls to a slight degree in Engagement.) In England, Yugoslavia, Chicago, Austin and Japan, on the other hand, girls exceeded boys in Attitude and Coping Effectiveness scores. In England, Chicago, Austin and Japan, girls also had somewhat higher Stance scores. In dealing with Authority, the pattern of training in different countries is more important than sex in determining coping effectiveness. In the affective realm, however, everywhere except in Chicago, the boys were more Affectively Neutral and expressed less Negative Affect than girls. At the same time, by a slight margin, everywhere except in Mexico, the girls expressed Positive Affect more often than boys. Perhaps the simplest way to sum up these data is to say that boys tend to deal with authority in a more matter-of-fact, unemotional way than girls, in most countries.

Sentence Completion: Anxiety

Boys showed a definite superiority in every aspect of dealing with Anxiety. Universally, they had higher scores for Stance, Engagement and Affective Neutrality. They had lower scores for expressing Negative Affect, and everywhere except in Japan they showed better Coping Effectiveness. Such a universal masculine superiority in handling anxiety would not have been predicted. It poses a fascinating phenomenon for additional study, not only to determine whether this pattern indeed holds true everywhere, but to find what forms of training equip boys more effectively than girls in this particular regard.

Sentence Completion: Interpersonal Relations

The situation is very different when it comes to Interpersonal Relations. Girls in all countries did show a more positive Attitude, and boys in all locations except Chicago and Austin showed higher Stance scores. Beyond that, cultural differences completely overrode any possible sex differences. Boys coped very effectively in Brazil, Mexico, Italy and Yugoslavia. They expressed less Negative Affect and handled problems with greater affective neutrality in these countries. In England, Chicago, Austin and Japan, conversely, the girls coped more effectively, showed less Negative Affect and handled problems with more affective neutrality.

Sentence Completion: Task Achievement

The data concerning Task Achievement presented an analogous, cultural-type pattern with no systematic sex differences except, again, for a feminine superiority in expressed Attitude, everywhere except in Brazil. Otherwise, there were no systematic sex differences in all countries. Rather, there was a consistent pattern for boys to exceed girls in Stance, in Coping ability, and in a low frequency of Negative Affect in Brazil, Mexico, England and Austin. In these countries they handled tasks with greater affective neutrality than girls.

In Italy, Yugoslavia, Chicago and Japan, on the other hand, the girls took a more confronting Stance and coped more effectively. The girls in Yugoslavia and Japan also managed tasks with greater affective neutrality, less Negative Affect and more Positive Affect.

Sentence Completion: Total Scores

Averaging the scores across all areas of behavior, the girls showed a generally more positive attitude, everywhere. However, once they got into action they expressed more Negative Affect and were less affectively neutral than boys, everywhere except in Chicago. They did show an extremely slight superiority in the expression of Positive Affect, as well.

In six of the eight countries, on the other hand, except for Chicago and Japan, the boys exceeded the girls in their Engagement scores. They were also higher on Stance, except in Yugoslavia, Chicago, and Japan. They had higher Coping Effectiveness scores in Brazil, Mexico, Italy, Yugoslavia and Austin, whereas the girls had superior coping scores in England, Chicago and Japan.

There was a widespread sex difference in the Reality/Fantasy Achievement Discrepancy score. In England and Italy the boys were more realistic. In the other six countries, the girls were more realistic about their own achievements.

There were no systematic sex differences in either of the scores reflecting family relationships.

Story Completion: Total Scores

In this instrument, there were many significant sex differences of a widespread kind. Except in Italy and England, girls had higher scores for Stance, Initiation and Persistence. Except in England, Italy, and Mexico, they had more positive Attitudes toward Authority. Except in Brazil and Yugoslavia, they showed a more satisfied feeling with the outcomes of their efforts to resolve the problems.

There was one universal sex difference in the opposite direction. Boys met the initial challenge of the problem with more Positive Affect than did girls. This was most outstandingly true in Brazil and England, with the slightest sex difference in Austin. It might be said that the boys welcomed challenges more readily than did girls; but the girls went on to handle the problems more effectively, in most countries.

Story Completion: Coping Effectiveness

On four of the eight stories, there were no systematic sex differences. On the Aggression story in which the boy was shoved by an agemate, the girls handled this more effectively everywhere except in Italy. The sex difference was most marked in Brazil and Japan. Similarly, the Authority story in which the girl must deal with a mother who has punished her, was handled best by girls in every place except Italy. The Task Achievement story dealing with a school assignment was handled best by girls in five of the eight countries, except for Mexico, England, and Italy. Only the Anxiety story about the boy who missed his train was handled more effectively by boys. The boys coped better with this problem in all countries.

This superiority of the boys in dealing with anxiety parallels similar findings in the Sentence Completion data. The girls' relatively better Coping Effectiveness in some of the other problem situations was reflected in their Total score, which was higher everywhere except in Italy.

Three of the stories showed boys demonstrating significantly greater Coping Effectiveness in certain countries, whereas the girls did better in these situations in other countries. The boys excelled the girls in dealing with the Authority story (Two) and the Academic Task story (One) in Mexico, England and Italy. The boys likewise excelled the girls on the Interpersonal Relations story concerning a dispute over the rules of the game, in Mexico, Italy, Yugoslavia and Austin. The girls did better on Stories One and Two in Brazil, Yugoslavia, Chicago, Austin, and Japan. They did better on Story Seven, the Interpersonal Relations problem, in Brazil, England, Chicago and Japan.

Overall, the girls in most of the countries handled the Story Completion problems with more effectiveness than boys, to a greater degree than was true of their performance on the Sentence Completion items. It seems clear that these two instruments functioned somewhat differently from each other in the hands of boys and girls. There are many more discrepancies in the results of these two instruments when the two sexes are compared, than are observed when the two age groups or the two social class groups are compared.

Summary

Putting together the findings from all instruments, it can be seen that girls and boys do not differ significantly in aptitude or in objective achievement; but they do, indeed, differ in the evaluations they receive from teachers and from their agemates. Girls come out on top everywhere except in Mexico and England, for conducting themselves effectively in school.

Girls have a value system which is universally, or almost universally, consistent and it is different from that of boys. Boys, in turn, have their own sex-typed values which distinguish them sharply from girls, in most or all countries.

Boys have greater occupational and educational ambitions than girls, except in England and Yugoslavia where the girls actually exceed the boys in their occupational ambition. In Yugoslavia the girls also exceed the boys in their educational aspiration.

In keeping with a very old stereotype of the active male and the passive female, these boys and girls in all countries confirmed that they see boys behaving more actively in both effective and ineffective ways. Everywhere except in Japan, the girls see themselves using more passive defensive tactics than the boys. Only with regard to passive coping do cultural patterns of influence override this sex differentiation.

In the Sentence Completion data, there were no universal sex differences in dealing with Aggression, Authority, Interpersonal Relations or Achievement Tasks. The boys did clearly excel the girls in coping with anxiety. Overall, the boys tended to handle problems in a more affectively neutral way than the girls, showing less of both positive and negative affect. Beyond that, however, the style and effectiveness of coping was determined by nationality and not by sex. Girls did tend to be more realistic about their own achievements, however, everywhere except England and Italy.

There were no significant sex differences in family relationships.

On the Story Completion, the girls showed some degree of superiority to boys in six or seven of the eight countries, on various aspects of coping activity and attitude. In view of their systematically higher scores for Persistence in these countries, their better scores on other variables may have been a function of the greater willingness to tell lengthy, complete stories, possibly in a more patiently compliant manner. Whatever the reason, the girls excelled the boys on this instrument except in England, Italy and Mexico. Of course, there is a correspondence between the Mexican and the English boys' better performance on this instrument and their superiority to the girls in Grade Point Average (and, in Mexico, in actual reading skill).

INITIAL HYPOTHESES ABOUT SEX AND STATUS DIFFERENCES, AND HOW THEY FARED

Socioeconomic Status Differences

At the beginning of the study, it was predicted that upper-middle class children would have higher educational aspirations than upper-lower class children. This was confirmed.

Upper-middle class children were expected to have higher ccupational Aspirations and Expectations than upper-lower class children. Both of these hypotheses were confirmed. As predicted, the upper-middle class children also were found to have different discrepancy scores between Occupational Aspiration and Expectation Their discrepancy scores were smaller than the discrepancy scores of the upper-lower class children.

Upper-middle class children were expected to have higher achievement scores than upper-lower class children. This was confirmed.

It was anticipated that the children in the two different levels of socioeconomic status would have different Occupational Values. This was confirmed for seven values, in all countries, and for five more values in six or seven of the eight countries. The prediction that upper-lower classes would show a greater preference for Extrinsic values was not confirmed. There were significant status differences in this respect, but they varied according to the national culture

It was predicted that the children in the two different social levels would demonstrate different styles of coping. This was confirmed by the Social Attitudes Inventory finding that upper-middle class children use active coping more frequently than do lower class children. It was further confirmed in the Sentence Completion data that the higher status children more frequently took a confronting stance toward problems and reacted with less Negative and more Positive affect. The higher status children also set more demanding achievement standards for themselves and were more realistic about their achievements than the lower status children. The Story Completion data showed the upper-middle class children displaying a less confronting Stance, but more Engagement, Initiation and Implementation. They showed more Persistence, except in England, Chicago and Japan; and more sociability, except in Italy and Yugoslavia.

Upper-middle class children were expected to exhibit more effective coping behavior than the lower status children. This was confirmed by the Social Attitudes Inventory finding that they displayed more active coping behavior and significantly less defensive behavior, of either active or passive kinds. There was systematic confirmation in the Sentence Completion data, where they earned higher Coping Effectiveness scores for dealing with Aggression, Authority (except in Brazil, and Yugoslavia), Anxiety, Interpersonal Relations (except in Brazil) and Task Achievement. The evidence was much less firm in the Story Completion. There, the upper-middle class children did better in handling the Anxiety problem. They also coped better with the father-authority problem, except in Mexico and Japan. They did not do as well as the lower class children in dealing with the interpersonal relations problem involving the new boy meeting unfamiliar boys on the street. On the other five stories, there were no status differences. A strong cultural influence was apparent in the Total Coping Effectiveness scores. The upper-middle class children performed better in Brazil, Mexico, Italy, Yugoslavia, and Chicago, but less well in England, Austin, and Japan. The weight of the data largely confirms the initial hypothesis, with the exceptions noted.

Sex Differences

It was predicted that males would have a higher occupational expectation than females. This was borne out in six locations. In England and Yugoslavia, the reverse was true. It was also predicted that males would aspire to a higher occupational level than females. Again, this was confirmed except for a sex reversal in England and Yugoslavia.

The expectation that males would prefer different occupational values than females was decidedly confirmed from the Occupational Values data. The predictions that females would more frequently choose intrinsic values, while males would more often choose extrinsic values, were both confirmed by the findings.

The prediction of a systematic sex difference in style of coping with problems was only partially confirmed. There was a universal tendency for males to take a more confronting stance and engage more actively in dealing with anxiety problems. There was no such universal sex pattern, however, in the other areas of behavior. In both the sentence and story completion data, numerous sex differences occurred, but they took a different form in different countries.

There was one finding, however, which strongly confirmed the hypothesized sex difference in coping style. The Social Attitudes Inventory showed that males reported active modes of both coping and defense more often than females, in all countries. Furthermore, everywhere except in Japan, females more often resorted to passive defensive behavior than did males.

It was anticipated that the sex difference in coping style would be consistent across all five behavior areas which were studied. This expectation was not confirmed except for the generalized patterns of male activity and female passivity found in the Social Attitudes Inventory. In the projective instruments, cultural differences overruled any sex differences, except for the boys' superior skill in coping with anxiety.

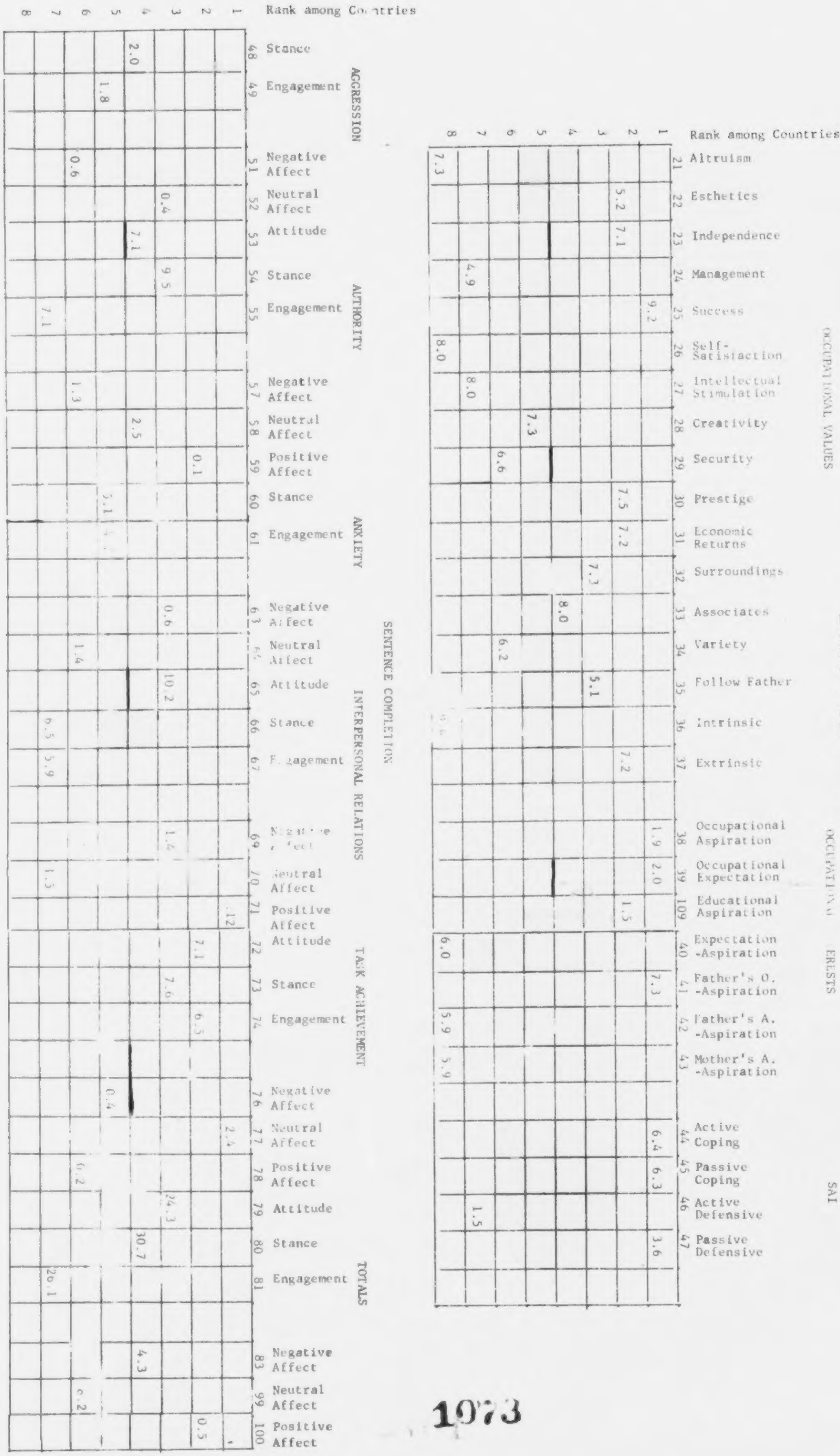

FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
BRAZIL 01 - STAGE 1

1073

FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
BRAZIL 01 - STAGE I

Rank among Countries	SENTENCE COMPLETION					STORY COMPLETION - TOTALS									STORY COMPLETION - COPING EFFECTIVENESS								
	Stem 37 + 14 Self-Image 84	Stem 2 + 22 Interaction 85	Stem 2 + 37 Mother 86	Stem 22 + 14 Father 87	Real/Fantasy Achievement Discrepancy 88	Stance 89	Engagement 90	Initiation 91	Implementation 92	Affect Tone 1st 93	Affect Tone 2nd 94	Persistence 95	Sociability 97	Attitude Toward Authority 98	Story Eight Aggression 107	Story Two Authority 102	Story Ten Authority 108	Story Five Anxiety 104	Story Four Interpersonal Relations 103	Story Seven Interpersonal Relations 106	Story One Academic Task Achievement 101	Story Six Non-academic Task Achievement 105	Total Coping Effectiveness 96
1																							
2					.08	2.7															19.2		
3	No Data Available		No Data Available								16.1												
4																							
5												6.0					12.2			10.8		12.9	
6								13.9	14.1	13.8						2.6							
7		4.7					8.3						2.0		12.9				13.9				96.4
8				3.9										1.8				12.6					

FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
MEXICO 06 - STAGE I

OCCUPATIONAL VALUES

Rank among Countries	Altruism 21	Isthetics 22	Independence 23	Management 24	Success 25	Self-Satisfaction 26	Intellectual Stimulation 27	Creativity 28	Security 29	Prestige 30	Economic Returns 31	Surroundings 32	Associates 33	Variety 34	Follow Father 35	Intrinsic 36	Extrinsic 37
1							9.2								6.0		
2					9.2			8.5									
3				5.9													7.0
4	**8.9**					**8.7**				**7.0**							
5									7.4			**7.1**					
6											6.5					7.0	
7																	
8		3.5	5.4										6.1	5.7			

OCCUPATIONAL INTERESTS / SAI

Rank among Countries	Occupational Aspiration 38	Occupational Expectation 39	Educational Aspiration 109	Expectation -Aspiration 40	Father's O. -Aspiration 41	Father's A. -Aspiration 42	Mother's A. -Aspiration 43	Active Coping 44	Passive Coping 45	Active Defensive 46	Passive Defensive 47
1				6.2							
2	2.0	2.2									
3							**6.1**		**5.9**		3.2
4					**6.7**	**6.0**					
5										**1.9**	
6			1.9					**5.8**			
7											
8											

SENTENCE COMPLETION

	AGGRESSION				AUTHORITY					ANXIETY					INTERPERSONAL RELATIONS
Rank among Countries	Stance 48	Engagement 49	Negative Affect 51	Neutral Affect 52	Attitude 53	Stance 54	Engagement 55	Negative Affect 57	Neutral Affect 58	Positive Affect 59	Stance 60	Engagement 61	Negative Affect 63	Neutral Affect 64	Attitude 65
1	2.1							1.7							10.5
2		1.9		0.5	7.4	9.6						4.9			
3											5.3				
4														**1.5**	
5										**0.0**			**0.5**		
6															
7			0.6						2.3						
8							7.04								

	INTERPERSONAL RELATIONS					TASK ACHIEVEMENT						TOTALS				
Rank among Countries	Stance 66	Engagement 67	Negative Affect 69	Neutral Affect 70	Positive Affect 71	Attitude 72	Stance 73	Engagement 74	Negative Affect 76	Neutral Affect 77	Positive Affect 78	Attitude 79	Stance 80	Engagement 81	Negative Affect 83	Neutral Affect 99	Positive Affect 100
1			1.7			7.2	7.8	6.7				25.1	31.4		5.0		
2					.04				0.6					26.4			
3																	
4																	
5										**2.2**							
6	6.6																
7											0.2						
8		5.8		1.3												7.7	0.3

FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
MEXICO 06 - STAGE I

	SENTENCE COMPLETION					STORY COMPLETION - TOTALS									STORY COMPLETION - COPING EFFECTIVENESS								
Rank among Countries	Stem 37 + 14 Self-Image 84	Stem 2 + 22 Interaction 85	Stem 2 + 37 Mother 86	Stem 22 + 14 Father 87	Real/Fantasy Achievement Discrepancy 88	Stance 89	Engagement 90	Initiation 91	Implementation 92	Affect Tone 1st 93	Affect Tone 2nd 94	Persistence 95	Sociability 97	Attitude Toward Authority 98	Story Eight Aggression 107	Story Two Authority 102	Story Ten Authority 108	Story Five Anxiety 104	Story Four Interpersonal Relations 103	Story Seven Interpersonal Relations 106	Story One Academic Task Achievement 101	Story Six Non-academic Task Achievement 105	Total Coping Effectiveness 96
1				4.7																			
2												6.4					13.1						
3	No Data Available	5.1	No Data Available		.03									2.1	14.3							13.0	
4						2.6		14.3			16.0												
5									14.4	14.1						2.6		13.7			18.0		98.0
6							8.5						2.0						14.0	10.5			
7																							
8																							

FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
ENGLAND 02 - STAGE I

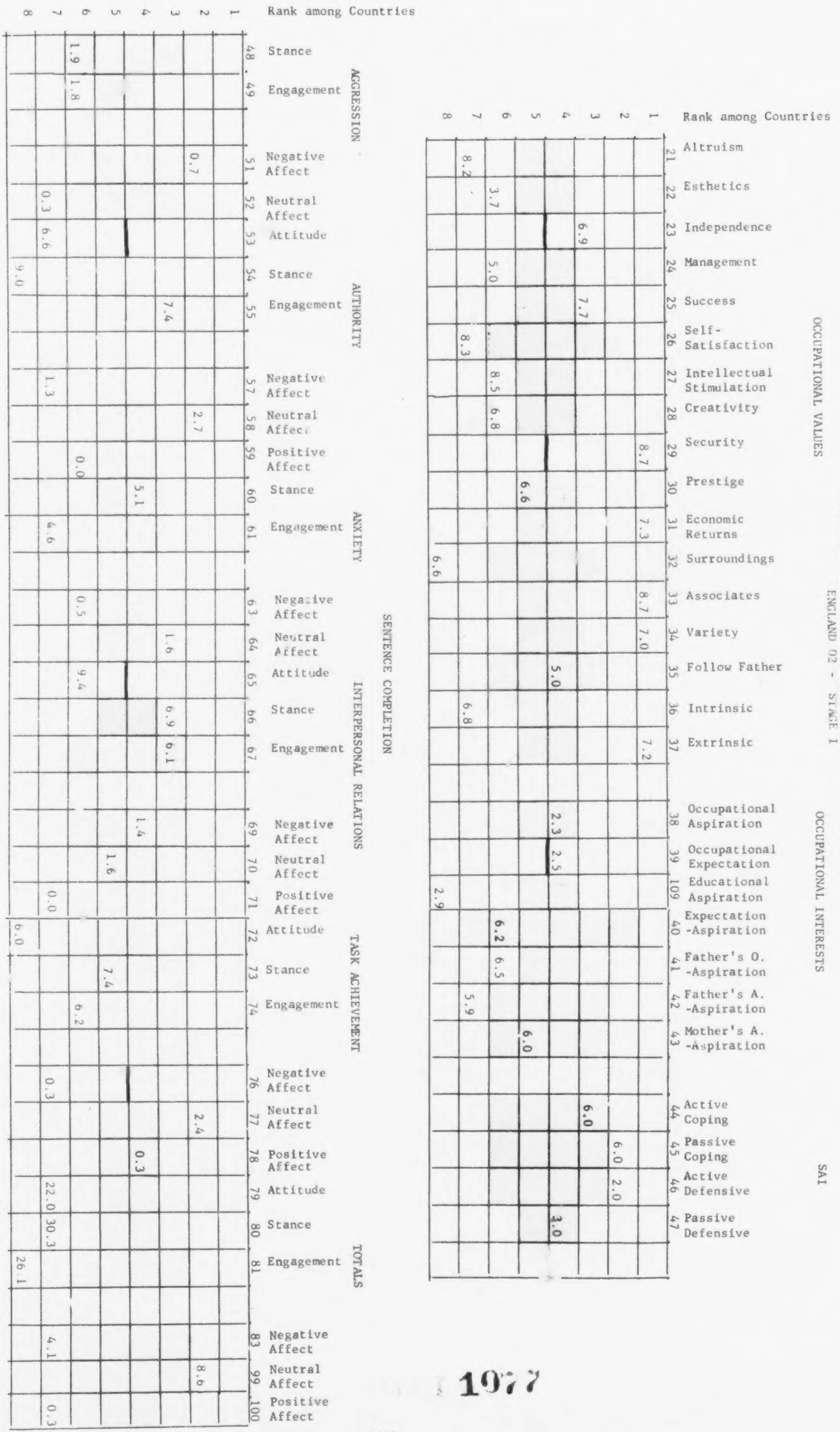

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FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
ENGLAND 02 - STAGE I

	SENTENCE COMPLETION					STORY COMPLETION - TOTALS									STORY COMPLETION - COPING EFFECTIVENESS								
Rank among Countries	Stem 37 + 14 Self-Image 84	Stem 2 + 22 Interaction 85	Stem 2 + 37 Mother 86	Stem 22 + 14 Father 87	Real/Fantasy Achievement Discrepancy 88	Stance 89	Engagement 90	Initiation 91	Implementation 92	Affect Tone 1st 93	Affect Tone 2nd 94	Persistence 95	Sociability 97	Attitude Toward Authority 98	Story Eight Aggression 107	Story Two Authority 102	Story Ten Authority 108	Story Five Anxiety 104	Story Four Interpersonal Relations 103	Story Seven Interpersonal Relations 106	Story One Academic Task Achievement 101	Story Six Non-academic Task Achievement 105	Total Coping Effectiveness 96
1					.09								2.3						14.7		19.5	13.2	
2	No Data Available		No Data Available															14.1					
3									14.9														
4				4.5			9.1					6.1											100
5								13.9							14.0								
6		4.8				2.5											12.1						
7														2.0		2.4				10.2			
8										13.7	15.6												

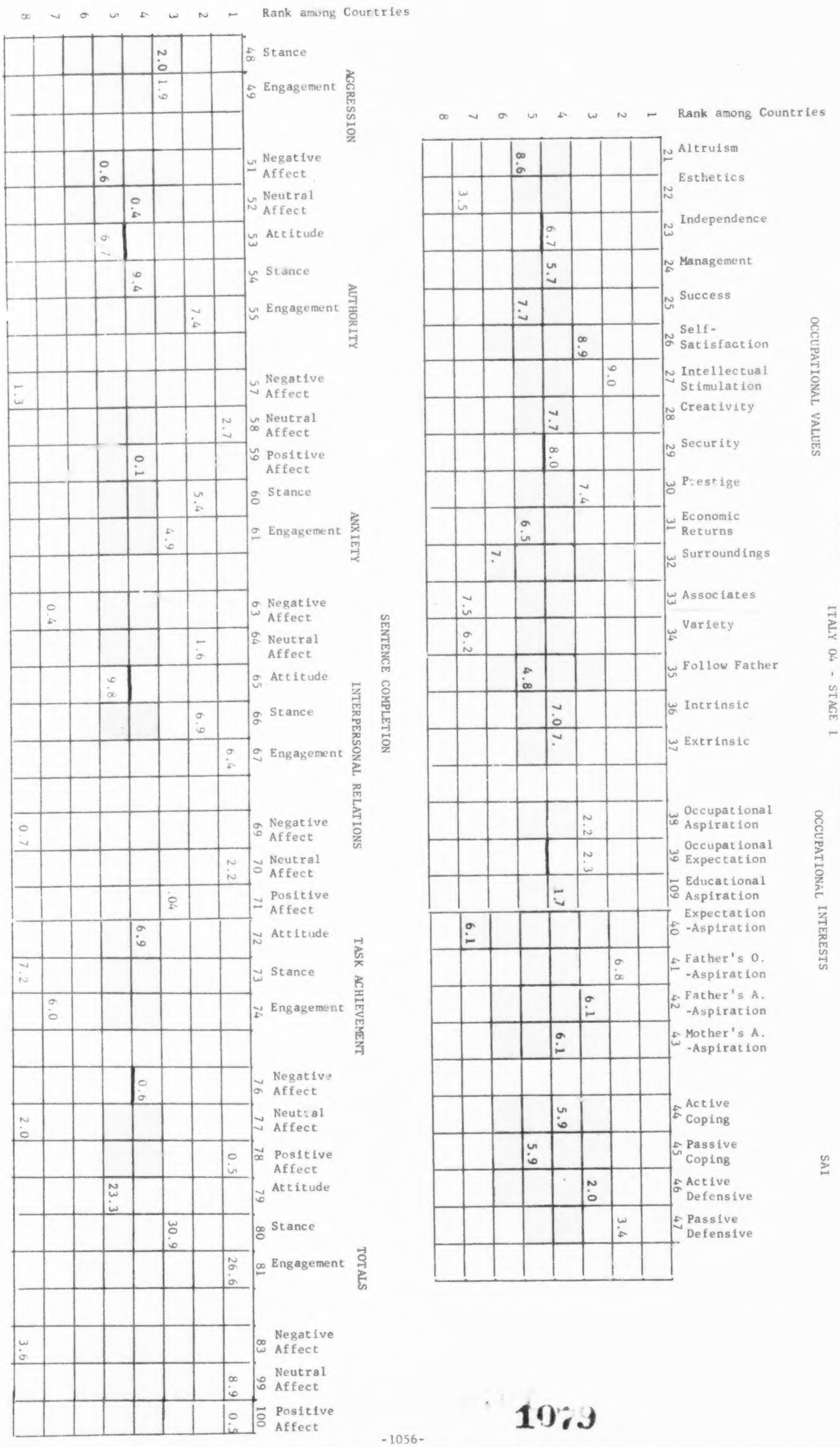


FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
ITALY 04 - STAGE I

FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
ITALY 04 - STAGE I

	SENTENCE COMPLETION					STORY COMPLETION - TOTALS										STORY COMPLETION - COPING EFFECTIVENESS									
Rank among Countries	Stem 37 + 14 Self-Image 84	Stem 2 + 22 Interaction 85	Stem 2 + 37 Mother 86	Stem 22 + 14 Father 87	Real/Fantasy Achievement Discrepancy 88	Stance 89	Engagement 90	Initiation 91	Implementation 92	Affect Tone 1st 93	Affect Tone 2nd 94	Persistence 95	Sociability 97	Attitude Toward Authority 98	Story Eight Aggression 107	Story Two Authority 102	Story Ten Authority 108	Story Five Anxiety 104	Story Four Interpersonal Relations 103	Story Seven Interpersonal Relations 106	Story One Academic Task Achievement 101	Story Six Non-academic Task Achievement 105	Total Coping Effectiveness 96
1														2.2									
2							9.9	15.2	15.3						15.7	4.3				11.6			104
3	No Data Available		No Data Available			2.7				14.4		6.3					12.8	13.8			18.9		
4																			14.1				
5		4.9			-.08								2.0										
6				4.2																		12.6	
7											15.9												
8																							

FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
YUGOSLAVIA 09 - STAGE I

OCCUPATIONAL VALUES

Rank among Countries	Altruism 21	Esthetics 22	Independence 23	Management 24	Success 25	Self-Satisfaction 26	Intellectual Stimulation 27	Creativity 28	Security 29	Prestige 30	Economic Returns 31	Surroundings 32	Associates 33	Variety 34	Follow Father 35	Intrinsic 36	Extrinsic 37
1		6.4						8.6		8.0							
2												7.6		6.9			
3	9.2															7.1	
4					7.7												
5			5.9			8.7											
6													7.6				6.8
7											6.2						
8				3.9			7.6		6.4						4.3		

OCCUPATIONAL INTERESTS

SAI

Rank among Countries	Occupational Aspiration 38	Occupational Expectation 39	Educational Aspiration 109	Expectation -Aspiration 40	Father's O. -Aspiration 41	Father's A. -Aspiration 42	Mother's A. -Aspiration 43	Active Coping 44	Passive Coping 45	Active Defensive 46	Passive Defensive 47
1						6.1	6.2				
2											
3				6.2							
4											
5					6.7						
6										1.7	
7	2.6	2.8	2.3						5.4		2.9
8								5.1			

SENTENCE COMPLETION

AGGRESSION — AUTHORITY — ANXIETY

Rank among Countries	Stance 48	Engagement 49	Negative Affect 51	Neutral Affect 52	Attitude 53	Stance 54	Engagement 55	Negative Affect 57	Neutral Affect 58	Positive Affect 59	Stance 60	Engagement 61
1			0.8			9.6	7.6					
2												
3										0.1		
4												
5								1.4	2.5			
6					6.7							
7		1.8										
8	1.8			0.2							4.6	4.3

INTERPERSONAL RELATIONS — TASK ACHIEVEMENT — TOTALS

Rank among Countries	Negative Affect 63	Neutral Affect 64	Attitude 65	Stance 66	Engagement 67	Negative Affect 69	Neutral Affect 70	Positive Affect 71	Attitude 72	Stance 73	Engagement 74	Negative Affect 76	Neutral Affect 77	Positive Affect 78	Attitude 79	Stance 80	Engagement 81	Negative Affect 83	Neutral Affect 99	Positive Affect 100
1	0.9																			
2					6.2		2.2													
3											6.4	0.6						4.3		
4								.03												0.4
5									6.8					0.3			26.2		8.2	
6													2.2		22.3					
7						0.7				7.2										
8		1.1	8.8	6.3												29.6				

FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
YUGOSLAVIA 09 - STAGE I

	SENTENCE COMPLETION					STORY COMPLETION - TOTALS									STORY COMPLETION - COPING EFFECTIVENESS								
Rank among Countries	Stem 37 + 14 Self-Image 84	Stem 2 + 22 Interaction 85	Stem 2 + 37 Mother 86	Stem 22 + 14 Father 87	Real/Fantasy Achievement Discrepancy 88	Stance 89	Engagement 90	Initiation 91	Implementation 92	Affect Tone 1st 93	Affect Tone 2nd 94	Persistence 95	Sociability 97	Attitude Toward Authority 98	Story Eight Aggression 107	Story Two Authority 102	Story Ten Authority 108	Story Five Anxiety 104	Story Four Interpersonal Relations 103	Story Seven Interpersonal Relations 106	Story One Academic Task Achievement 101	Story Six Non-academic Task Achievement 105	Total Coping Effectiveness 96
1		5.3				2.7																	
2											16.2												
3	No Data Available		No Data Available																14.2				
4										14.3											18.8		
5														2.0									
6																		13.5					
7				4.0	-.79																		
8							7.8	12.0	13.1			5.7	1.9		11.5	2.1	10.4			6.9		11.4	92.3

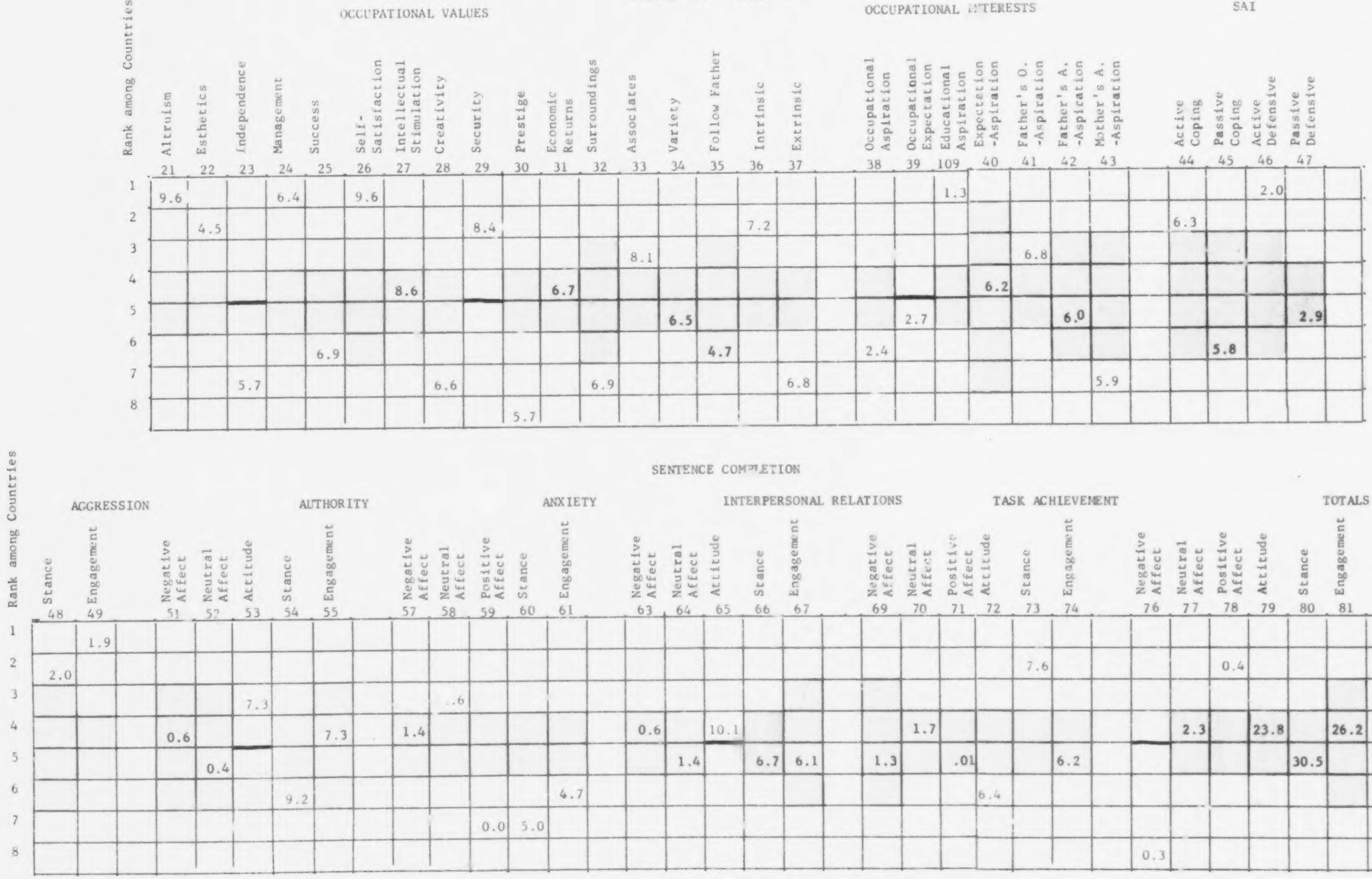


FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
CHICAGO 07 - STAGE I

FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
CHICAGO 07 - STAGE I

Rank among Countries	SENTENCE COMPLETION					STORY COMPLETION - TOTALS									STORY COMPLETION - COPING EFFECTIVENESS								
	84 Stem 37 + 14 Self-Image	85 Stem 2 + 22 Interaction	86 Stem 2 + 37 Mother	87 Stem 22 + 14 Father	88 Real/Fantasy Achievement Discrepancy	89 Stance	90 Engagement	91 Initiation	92 Implementation	93 Affect Tone 1st	94 Affect Tone 2nd	95 Persistence	97 Sociability	98 Attitude Toward Authority	107 Story Eight Aggression	102 Story Two Authority	108 Story Ten Authority	104 Story Five Anxiety	103 Story Four Interpersonal Relations	106 Story Seven Interpersonal Relations	101 Story One Academic Task Achievement	105 Story Six Non-academic Task Achievement	96 Total Coping Effectiveness
1																							
2										14.5									14.2			13.1	
3	No Data Available		No Data Available	4.7			9.3	14.4								3.9				11.5			100
4		5.0			-.05				14.5				2.2	2.0	14.0		12.4	13.7					
5						2.5																	
6											15.9	5.8									17.6		
7																							
8																							

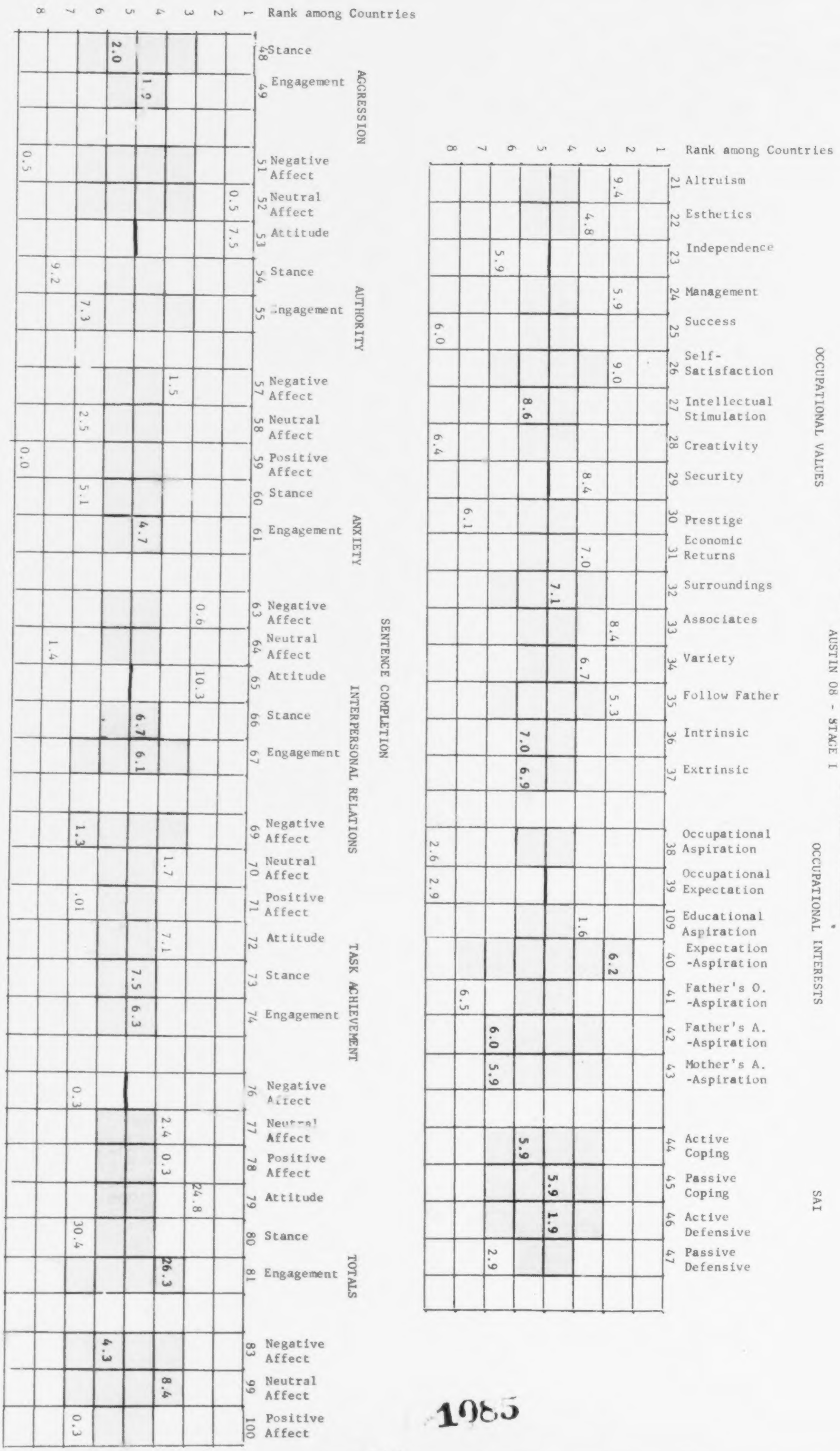
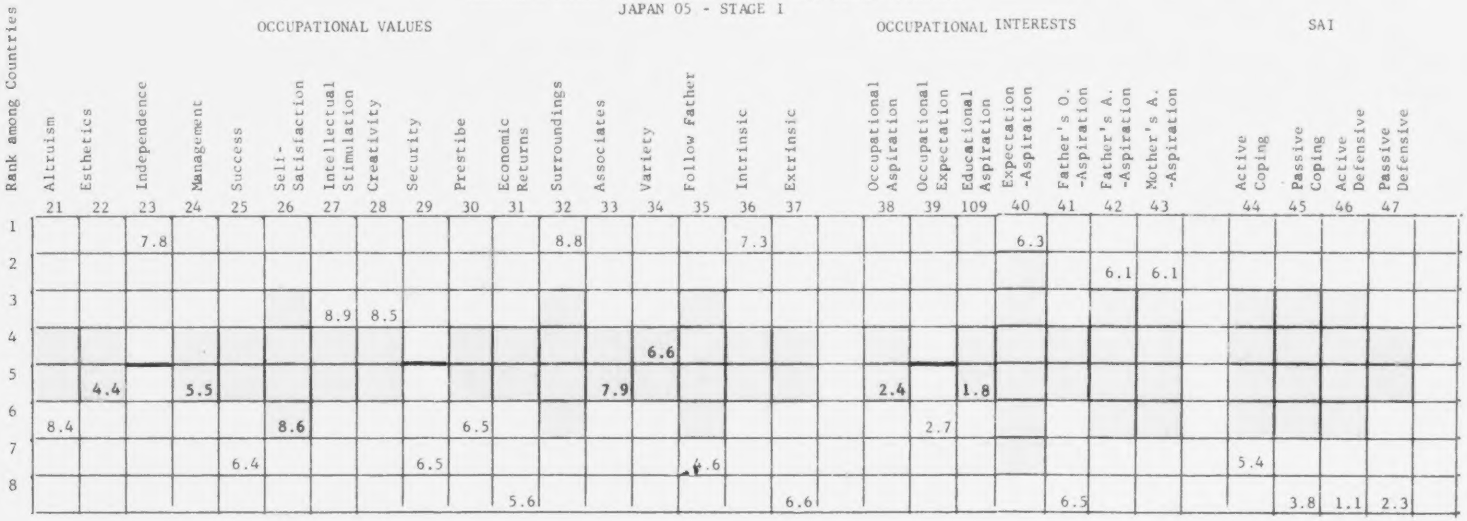


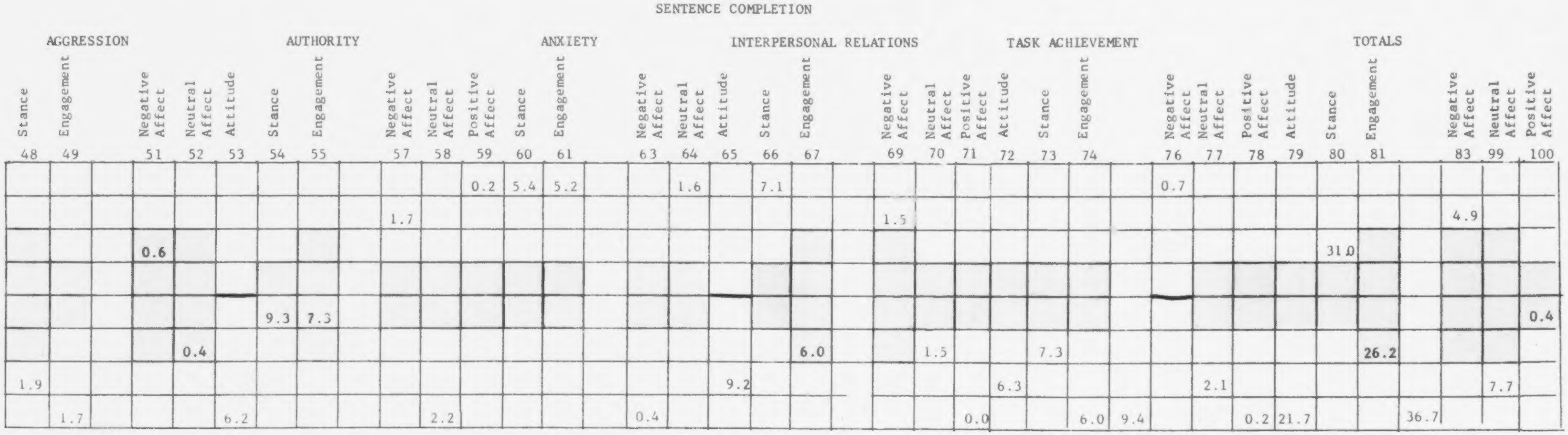
FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
AUSTIN 08 - STAGE I

FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
AUSTIN 08 - STAGE I

Rank among Countries	SENTENCE COMPLETION					STORY COMPLETION - TOTALS									STORY COMPLETION - COPING EFFECTIVENESS								
	84 Stem 37 + 14 Self-Image	85 Stem 2 + 22 Interaction	86 Stem 2 + 37 Mother	87 Stem 22+ 14 Father	88 Real/Fantasy Achievement Discrepancy	89 Stance	90 Engagement	91 Initiation	92 Implementation	93 Affect Tone 1st	94 Affect Tone 2nd	95 Persistence	97 Sociability	98 Attitude Toward Authority	107 Story Eight Aggression	102 Story Two Authority	108 Story Ten Authority	104 Story Five Anxiety	103 Story Four Interpersonal Relations	106 Story Seven Interpersonal Relations	101 Story One Academic Task Achievement	105 Story Six Non-academic Task Achievement	96 Total Coping Effectiveness
1																							
2		5.1		4.7									2.3										
3	No Data Available		No Data Available																				
4																3.3				11.2		12.9	
5							8.7				15.9								14.1				
6														2.0	13.9								96.7
7						2.4		13.7	13.9	13.7		5.7					11.3	13.3			17.3		
8					-1.0																		

FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
JAPAN 05 - STAGE I





1087

FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
JAPAN 05 - STAGE I

SENTENCE COMPLETION (84–89) · STORY COMPLETION - TOTALS (90–98) · STORY COMPLETION - COPING EFFECTIVENESS (107–96)

Rank among Countries	Stem 37 + 14 Self-Image 84	Stem 2 + 22 Interaction 85	Stem 2 + 37 Mother 86	Stem 22 + 14 Father 87		Real/Fantasy Achievement Discrepancy 88		Stance 89	Engagement 90	Initiation 91	Implementation 92	Affect Tone 1st 93	Affect Tone 2nd 94	Persistence 95	Sociability 97	Attitude Toward Authority 98		Story Eight Aggression 107	Story Two Authority 102	Story Ten Authority 108	Story Five Anxiety 104	Story Four Interpersonal Relations 103	Story Seven Interpersonal Relations 106	Story One Academic Task Achievement 101	Story Six Non-academic Task Achievement 105	Total Coping Effectiveness 96
1									10.9	16.7	16.7	15.0	16.5	6.9				17.8	4.9	13.8	15.0		13.5			111
2																2.2										
3	No Data Available		No Data Available												2.3											
4																										
5				4.2																						
6						-.18																				
7																									12.2	
8		4.6						2.4														13.0		16.6		

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE I

RAVEN APTITUDE:

1 Tukeys HSD = N/A *

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks: N/A								
Means: N/A								
Country x Age								
Country x SES	L < M 48 52	L < M 46 54	L < M 48 52	L < M 48 52	L < M 49 51	L < M 45 55	L < M 47 53	L < M 47 53
Country x Sex	M > F 51 49	M > F 51 49	M < F 50 50	M < F 50 50	M < F 49 51	M > F 51 49	M < F 50 51	M < F 49 51
Age N/A					SES	UL < UM 47 53		
Age x SES					SES x Sex	LM > LF 47.5 47.0	MM < MF 52.0 53.0	
Age x Sex					Sex			

*Not Applicable

Mathematics Achievement:

2 Tukeys HSD = N/A *

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks: N/A								
Means: N/A								
Country x Age								
Country x SES	L < M 49 51	L < M 45 55	L < M 47 53	L < M 48 52	L < M 48 52	L < M 48 52	L < M 46 54	L < M 47 53
Country x Sex								
Age N/A					SES	UL < UM 47 53		
Age x SES					SES x Sex			
Age x Sex	10M < 10F 49 51	14M > 14F 50 49			Sex			

*Not Applicable

Reading Achievement:

3 Tukeys HSD = N/A*

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks: N/A								
Means: N/A								
Country x Age								
Country x SES	L < M 48 52	L < M 46 54	L < M 47 53	L < M 48 52	L < M 48 52	L < M 47 53	L < M 46 54	L < M 46 54
Country x Sex	M > F 51 49	M > F 51 49	M < F 50 50	M < F 50 50	M > F 51 49	F > F 50 50	M < F 49 51	M < F 49 51
Age					SES	UL < UM 47 53		
Age x SES	10L < 10M 47 53	14L < 14M 47 53			SES x Sex			
Age x Sex	10M < 10F 50 50	14M > 14F 50 50			Sex			

*Not Applicable

Grade Point Average:

4 Tukeys HSD = N/A*

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks: N/A								
Means: N/A								
Country x Age								
Country x SES	L < M 49 51	L < M 48 52	L < M 47 53	L < M 48 52	L < M 47 53	L < M 47 52	L < M 47 53	L < M 47 53
Country x Sex	M < F 49 51	M > F 50 50	M > F 51 49	M < F 49 50	M < F 49 51	M < F 49 51	M < F 48 52	M < F 49 51
Age					SES	UL < UM 48 52		
Age x SES					SES x Sex			
Age x Sex	10M ≪ 10F 49 51	14M < 14F 49 50			Sex	M < F 49 51		

*Not Applicable

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE I

Peer BRS Item 1: *5* Tukeys HSD = .067

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	5	7	8	3	1	6	4	2
Means:	1.0	1.0	1.0	1.1	1.1	1.0	1.0	1.1
Country x Age	10 >14 1.1 1.0	10 >14 1.0 1.0	10 < 14 1.0 1.0	10 < 14 1.0 1.1	10 >14 1.1 1.1	10 < 14 1.0 1.0	10 >14 1.1 1.0	10 < 14 1.1 1.1
Country x SES	L >M 1.1 1.0	L >M 1.0 1.0	L < M 1.0 1.0	L < M 1.0 1.1	L < M 1.0 1.3	L < M 1.0 1.1	L < M 1.0 1.1	L < M 1.0 1.2
Country x Sex	M < F 1.0 1.1	M >F 1.1 1.0	M < F 1.0 1.1	M < F 1.0 1.1	M < F 1.1 1.2	M < F 1.0 1.1	M < F 0.9 1.2	M < F 1.0 1.1
Age					SES	UL < UM 1.0 1.1		
Age x SES					SES x Sex			
Age x Sex					Sex	M < F 1.0 1.1		

Peer BRS Item 3: *7* Tukeys HSD = .056

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	6	8	2	1	7	5	3
Means:	1.0	1.0	1.0	1.0	1.1	1.0	1.0	1.0
Country x Age								
Country x SES	L >M 1.0 1.0	L < M 1.0 1.0	L < M 1.0 1.0	L < M 1.0 1.1	L < M 1.0 1.2	L < M 1.0 1.0	L < M 1.0 1.0	L < M 1.0 1
Country x Sex	M < F 1.0 1.1	M >F 1.0 1.0	M < F 1.0 1.1	M < F 1.0 1.1	M < F 1.0 1.2	M < F 0.9 1.2	M < F 0.9 1.2	M < F 1.0 1
Age					SES	UL < UM 1.0 1.1		
Age x SES					SES x Sex			
Age x Sex					Sex	M < F 1.0 1.1		

Peer BRS Item 2: *6* Tukeys HSD = .051

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	3	6	8	5	2	7	4	1
Means:	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Country x Age								
Country x SES	L >M 1.0 1.0	L < M 1.0 1.0	L >M 1.0 1.0	L < M 1.0 1.1	L < M 0.9 1.1	L < M 1.0 1.1	L < M 1.0 1.1	L < M 1.0 1.1
Country x Sex	M < F 1.0 1.0	M >F 1.0 1.0	M >F 1.0 1.0	M < F 1.0 1.0	M < F 1.0 1.0	M >F 1.0 1.0	M = F 1.0 1.0	M < F 1.0 1.1
Age					SES	UL < UM 1.0 1.1		
Age x SES					SES x Sex			
Age x Sex					Sex			

Peer BRS Item 4: *8* Tukeys HSD = .048

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	5	7/8	7/8	1	6	3	2
Means:	1.0	1.0	1.0	1.0	1.1	1.0	1.0	1.0
Country x Age								
Country x SES	L >M 1.0 1.0	L < M 1.0 1.0	L >M 1.0 1.0	L < M 1.0 1.0	L < M 1.0 1.2	L < M 1.0 1.0	L < M 1.0 1.0	L < M 1.0 1
Country x Sex	M < F 1.0 1.1	M >F 1.0 1.0	M < F 1.0 1.0	M F 1.0 1.0	M < F 1.0 1.1	M < F 0.9 1.1	M < F 0.9 1.1	M < F 1.0
Age					SES	UL < UM 1.0 1.1		
Age x SES					SES x Sex			
Age x Sex					Sex	M < F 1.0 1.1		

FIGURE 5

INTER-COUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE I

9 Tukeys HSD = .041

Peer BRS Item 5:

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	5	3	7	1	8	2	4	6
Means:	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Country x Age								
Country x SES	L > M 1.0 1.0	L < M 1.0 1.0	L > M 1.0 1.0	L < M 1.0 1.1	L < M 1.0 0.9	L < M 1.0 1.0	L < M 1.0 1.0	L < M 1.0 1.1
Country x Sex	M < F 1.0 1.0	M > F 1.0 1.0	M > F 1.0 1.0	M < F 1.0 1.1	M > F 1.0 0.9	M < F 1.0 1.0	M < F 1.0 1.0	M < F 1.0 1.0

Age			SES		
Age x SES	10L > 10M 1.0 1.0	14L < 14M 1.0 1.0	SES x Sex	LM > LF 1.0 1.0	MM < MF 1.0 1.0
Age x Sex			Sex		

10 Tukeys HSD = .046

Peer BRS Item 6:

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	4	7	3	8	6	5	1
Means:	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.1
Country x Age								
Country x SES	L > M 1.0 1.0	L < M 1.0 1.0	L > M 1.0 1.0	L < M 1.0 1.1	L < M 1.0 1.0	L < M 1.0 1.0	L < M 1.0 1.0	L < M 1.0 1.1
Country x Sex	M < F 1.0 1.1	M > F 1.0 1.0	M > F 1.0 0.9	M < F 1.0 1.0	M > F 1.0 1.0	M > F 1.1 0.9	M > F 1.1 0.9	M < F 1.0 1.1

Age			SES	UL < UM 1.0 1.0
Age x SES	10L < 10M 1.0 1.0	14L < 14M 1.0 1.0	SES x Sex	
Age x Sex			Sex	M > F 1.0 1.0

11 Tukeys HSD = .038

Peer BRS Item 7:

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4/5	3	7	8	1	6	4/5	2
Means:	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Country x Age								
Country x SES	L > M 1.0 1.0	L < M 1.0 1.0	L > M 1.0 1.0	L < M 1.0 1.0	L < M 1.0 1.1	L < M 1.0 1.0	L < M 1.0 1.0	L < M 1.0 1.1
Country x Sex	M < F 1.0 1.0	M > F 1.0 1.0	M > F 1.0 1.0	M > F 1.0 1.0	M > F 1.0 1.0	M < F 1.0 1.0	M < F 1.0 1.0	M < F 1.0 1.0

Age	SES	UL = UM 1.0 1.0
Age x SES	SES x Sex	
Age x Sex	Sex	M < F 1.0 1.0

12 Tukeys HSD = .050

Peer BRS Summary Score:

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	5	7	8	4	1	6	3	2
Means:	1.0	1.0	1.0	1.0	1.1	1.0	1.0	1.1
Country x Age								
Country x SES	L > M 1.0 1.0	L < M 1.0 1.0	L < M 1.0 1.0	L < M 1.0 1.1	L < M 1.0 1.2	L < M 1.0 1.1	L < M 1.0 1.1	L < M 1.0 1.
Country x Sex	M < F 1.0 1.1	M > F 1.0 1.0	M < F 1.0 1.0	M < F 1.0 1.1	M < F 1.0 1.1	M < F 0.9 1.1	M < F 0.9 1.1	M < F 1.0 1.

Age	SES	UL < UM 1.0 1.1
Age x SES	SES x Sex	
Age x Sex	Sex	M < F 1.0 1.1

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE I

Self-Rating BRS Item 1: *13* Tukeys HSD = .084

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	5	2	6	7	3	4	8
Means:	1.4	1.1	1.4	1.1	1.0	1.3	1.2	1.0
Country x Age	10 > 14 1.6 1.3	10 > 14 1.2 1.1	10 > 14 1.4 1.3	10 > 14 1.1 1.1	10 > 14 1.0 1.0	10 > 14 1.5 1.2	10 > 14 1.4 1.0	10 > 14 1.2 0.8
Country x SES	L > M 1.5 1.4	L < M 1.1 1.1	L > M 1.4 1.4	L < M 1.0 1.2	L < M 0.9 1.0	L > M 1.3 1.3	L > M 1.3 1.2	L < M 0.9 1.1
Country x Sex	M < F 1.4 1.5	M > F 1.2 1.1	M > F 1.5 1.2	M > F 1.1 1.1	M < F 1.0 1.0	M < F 1.3 1.3	M < F 1.2 1.2	M > F 1.0 1.0
Age	10 > 14 1.3 1.1				SES	UL < UM 1.2 1.2		
Age x SES					SES x Sex			
Age x Sex					Sex	M > F 1.2 1.2		

Self-Rating BRS Item 2: *14* Tukeys HSD = .088

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	7	3	6	8	1	4	5
Means:	1.5	1.3	1.4	1.3	1.1	1.6	1.4	1.3
Country x Age	10 > 14 1.6 1.4	10 > 14 1.3 1.2	10 > 14 1.5 1.3	10 > 14 1.3 1.3	10 < 14 1.0 1.1	10 > 14 1.7 1.4	10 > 14 1.5 1.3	10 > 14 1.5 1.2
Country x SES	L > M 1.5 1.5	L < M 1.2 1.3	L > M 1.5 1.4	L < M 1.2 1.4	L < M 1.0 1.1	L < M 1.5 1.6	L > M 1.4 1.4	L < M 1.3 1.3
Country x Sex	M > F 1.5 1.5	M > F 1.3 1.2	M > F 1.6 1.3	M = F 1.3 1.3	M > F 1.1 1.1	M > F 1.6 1.5	M > F 1.5 1.3	M < F 1.3 1.3
Age	10 > 14 1.4 1.3				SES	UL < UM 1.3 1.4		
Age x SES					SES x Sex	LM > LF 1.4 1.3	MM > MF 1.4 1.3	
Age x Sex					Sex	M > F 1.4 1.3		

Self-Rating BRS Item 3: *15* Tukeys HSD = .092

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	5	4	7	8	2	3	6
Means:	1.5	1.3	1.3	1.2	1.1	1.4	1.4	1.3
Country x Age	10 > 14 1.7 1.4	10 > 14 1.4 1.2	10 > 14 1.4 1.2	10 > 14 1.3 1.1	10 < 14 1.0 1.2	10 > 14 1.5 1.3	10 > 14 1.5 1.2	10 > 14 1.5 1
Country x SES								
Country x Sex	M < F 1.5 1.5	M > F 1.3 1.3	M > F 1.3 1.3	M < F 1.2 1.2	M < F 1.1 1.1	M < F 1.3 1.5	M < F 1.3 1.4	M < F 1.3 1
Age	10 > 14 1.4 1.2				SES			
Age x SES					SES x Sex			
Age x Sex					Sex	M < F 1.3 1.3		

Self-Rating BRS Item 4: *16* Tukeys HSD = .085

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	3	6	2	7	8	4	5	1
Means:	1.5	1.3	1.5	1.2	1.1	1.5	1.4	1.6
Country x Age	10 > 14 1.6 1.4	10 > 14 1.3 1.2	10 > 14 1.6 1.4	10 > 14 1.3 1.2	10 < 14 1.0 1.2	10 > 14 1.6 1.3	10 > 14 1.5 1.2	10 > 14 1.6 1
Country x SES	L < M 1.5 1.5	L < M 1.3 1.3	L > M 1.5 1.5	L < M 1.2 1.3	L < M 1.1 1.1	L > M 1.5 1.5	L > M 1.4 1.4	L < M 1.6 1
Country x Sex	M < F 1.5 1.5	M > F 1.3 1.2	M > F 1.6 1.4	M < F 1.2 1.3	M > F 1.1 1.1	M < F 1.5 1.5	M < F 1.4 1.4	M > F 1.6 1
Age	10 > 14 1.4 1.3				SES			
Age x SES					SES x Sex	LM < LF 1.4 1.4	MM > MF 1.4 1.4	
Age x Sex					Sex			

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE I

Self-Rating BRS Item 5:

17 Tukeys HSD = .103

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	5	6	1	2	8	3/4	3/4	7
Means:	1.3	1.1	1.3	1.3	1.0	1.3	1.3	1.0
Country x Age	10>14 1.4 1.1	10>14 1.2 1.0	10>14 1.3 1.2	10<14 1.3 1.3	10>14 1.0 0.9	10>14 1.4 1.1	10>14 1.4 1.1	10>14 1.2 0.9
Country x SES	L>M 1.3 1.2	L<M 1.1 1.1	L>M 1.4 1.2	L<M 1.2 1.4	L>M 1.0 0.9	L>M 1.3 1.2	L>M 1.3 1.2	L<M 1.0 1.1
Country x Sex	M>F 1.3 1.2	M>F 1.2 1.1	M>F 1.5 1.1	M<F 1.3 1.3	M>F 1.0 1.0	M>F 1.3 1.2	M>F 1.3 1.2	M<F 1.0 1.1
Age	10>14 1.3 1.1				SES			
Age x SES	10L>10M 1.3 1.2	14L<14M 1.1 1.1			SES x Sex			
Age x Sex					Sex	M>F 1.2 1.1		

Self-Rating BRS Item 6:

18 Tukeys HSD = .100

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	3	5	2	7	6	8	4
Means:	1.5	1.2	1.1	1.2	1.0	1.0	0.9	1.1
Country x Age	10>14 1.6 1.4	10>14 1.3 1.2	10<14 1.0 1.1	10>14 1.2 1.2	10<14 1.0 1.0	10<14 1.0 1.1	10<14 0.7 1.0	10>14 1.2 1.0
Country x SES								
Country x Sex	M<F 1.5 1.6	M>F 1.3 1.2	M>F 1.2 1.0	M<F 1.2 1.3	M>F 1.0 1.0	M>F 1.2 0.9	M>F 0.9 0.8	M>F 1.2 1.1
Age					SES	UL<UM 1.1 1.2		
Age x SES	10L<10M 1.1 1.1	14L<14M 1.1 1.2			SES x Sex			
Age x Sex	10M>10F 1.2 1.1	14M>14F 1.2 1.1			Sex	M>F 1.2 1.1		

Self-Rating BRS Item 7:

19 Tukeys HSD = .096

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	5	3	8	7	2	4	6
Means:	1.5	1.3	1.4	1.0	1.1	1.5	1.3	1.3
Country x Age	10>14 1.6 1.3	10>14 1.4 1.2	10>14 1.5 1.4	10<14 1.0 1.0	10<14 1.1 1.2	10>14 1.6 1.4	10>14 1.5 1.2	10>14 1.4 1.
Country x SES	L<M 1.5 1.5	L<M 1.3 1.3	L>M 1.5 1.4	L>M 1.0 1.0	L>M 1.1 1.1	L>M 1.5 1.5	L>M 1.4 1.3	L<M 1.2 1.
Country x Sex	M<F 1.4 1.5	M>F 1.3 1.2	M>F 1.5 1.4	M<F 1.0 1.1	M>F 1.1 1.1	M>F 1.5 1.5	M>F 1.4 1.3	M>F 1.3 1.
Age	10>14 1.4 1.2				SES			
Age x SES					SES x Sex			
Age x Sex					Sex			

Self-Rating BRS Summary Score:

20 Tukeys HSD = .060

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	6	2	7	8	4	3	5
Means:	1.5	1.2	1.4	1.2	1.1	1.3	1.3	1.3
Country x Age	10>14 1.6 1.4	10>14 1.3 1.2	10>14 1.5 1.3	10>14 1.2 1.2	10<14 1.0 1.1	10>14 1.4 1.2	10>14 1.5 1.2	10>14 1.4 1.1
Country x SES	L>M 1.5 1.5	L<M 1.2 1.3	L>M 1.4 1.4	L<M 1.1 1.3	L<M 1.0 1.1	L>M 1.3 1.3	L>M 1.4 1.3	L<M 1.3 1.3
Country x Sex	M<F 1.5 1.5	M>F 1.3 1.2	M>F 1.5 1.3	M<F 1.2 1.2	M<F 1.1 1.1	M>F 1.3 1.3	M<F 1.3 1.3	M<F 1.3 1.3
Age	10>14 1.4 1.2				SES	UL<UM 1.3 1.3		
Age x SES					SES x Sex			
Age x Sex					Sex	M>F 1.3 1.3		

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE I

Occupational Values Frequency Item 1 - Altruism: *21* Tukeys HSD = .486

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	8	4	7	5	3	1	2	6
Means:	7.3	8.9	8.2	8.6	9.2	9.6	9.4	8.4
Country x Age	10< 14 7.1 7.5	10< 14 8.8 9.0	10 > 14 8.5 7.8	10< 14 8.5 8.7	10 < 14 9.2 9.2	10 > 14 9.7 9.4	10 < 14 9.1 9.7	10 > 14 8.5 8.3
Country x SES								
Country x Sex	M< F 7.1 7.6	M< F 8.5 9.2	M< F 7.2 9.1	M< F 8.4 8.8	M< F 8.8 9.5	M< F 8.4 10.8	M< F 8.4 10.4	M< F 8.0 8.8
Age					SES	UL UM 8.4 9.0		
Age x SES	10L< 10M 8.3 9.1	14L< 14M 8.5 8.9			SES x Sex			
Age x Sex	10M< 10F 8.3 9.1	14M< 14F 8.0 9.4			Sex	M< F 8.1 9.3		

Occupational Values Frequency Item 2 - Esthetics: *22* Tukeys HSD = .603

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	8	6	7	1	4	3	5
Means:	5.2	3.5	3.7	3.5	6.4	4.5	4.8	4.4
Country x Age	10 > 14 5.9 4.6	10 > 14 3.7 3.3	10< 14 3.5 3.9	10 > 14 3.8 3.3	10 > 14 6.6 6.1	10 > 14 4.8 4.2	10 > 14 5.3 4.3	10 > 14 4.5 4.2
Country x SES	L > M 5.7 4.7	L > M 4.1 2.9	L< M 3.7 3.7	L > M 3.9 3.2	L > M 6.4 6.4	L > M 4.8 4.2	L > M 4.9 4.7	L< M 4.1 4.6
Country x Sex	M< F 4.6 5.8	M< F 3.1 3.9	M< F 3.1 4.3	M< F 2.9 4.2	M< F 5.5 7.2	M< F 3.9 5.1	M< F 3.5 6.1	M< F 3.3 5.5
Age	10 > 14 4.7 4.2				SES	UL > UM 4.7 4.3		
Age x SES					SES x Sex	LM< LF 4.1 5.3	MM< MF 3.4 5.2	
Age x Sex					Sex	M< F 3.7 5.3		

Occupational Values Frequency Item 3 - Independence: *23* Tukeys HSD = .444

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	8	3	4	5	7	6	1
Means:	7.[illegible]	5.4	6.9	6.7	5.9	5.7	5.9	7.8
Country x Age								
Country x SES								
Country x Sex	M< F 6.8 7.3	M > F 5.7 5.1	M< F 6.9 7.0	M< F 6.5 7.0	M > F 6.1 5.7	M > F 5.8 5.7	M > F 6.0 5.7	M > F 8.0 7.5
Age	10< 14 5.8 7.0				SES	UL< UM 6.2 6.6		
Age x SES	10L< 10M 5.7 5.9	14L< 14M 6.7 7.4			SES x Sex			
Age x Sex	10M< 10F 5.7 5.9	14M > 14F 7.2 6.9			Sex			

Occupational Values Frequency Item 4 - Management: *24* Tukeys HSD = .466

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	3	6	4	8	1	2	5
Means:	4.9	5.9	5.0	5.7	3.9	6.4	5.9	5.5
Country x Age	10< 14 4.7 5.0	10 > 14 5.9 5.8	10 > 14 5.4 4.6	10 > 14 6.0 5.3	10 > 14 4.0 3.7	10< 14 6.3 6.5	10 > 14 5.9 5.9	10 > 14 5.6 5.3
Country x SES	L > M 5.2 4.5	L > M 6.4 5.3	L< M 4.9 5.0	L > M 5.9 5.4	L > M 4.3 3.5	L > M 6.6 6.2	L< M 5.8 6.0	L > M 5.6 5.4
Country x Sex	M< F 4.9 4.9	M > F 5.9 5.8	M > F 5.1 4.8	M > F 5.8 5.6	M > F 3.9 3.8	M > F 6.4 6.4	M > F 6.0 5.8	M > F 6.1 4.8
Age	10 > 14 5.5 5.3				SES	UL > UM 5.6 5.2		
Age x SES					SES x Sex	LM > LF 5.6 5.5	MM > MF 5.4 4.9	
Age x Sex	10M< 10F 5.5 5.5	14M > 14F 5.6 5.0			Sex	M > F 5.5 5.2		

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE I

Occupational Values Frequency Item 5 - Success: *25* Tukeys HSD = .434

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	2	3	5	4	6	8	7
Means:	9.2	9.2	7.7	7.7	7.7	6.9	6.0	6.4
Country x Age	10< 14 8.4 10.0	10< 14 8.2 10.1	10< 14 7.3 8.2	10 > 14 7.7 7.7	10< 14 7.2 8.3	10< 14 6.1 7.6	10< 14 5.4 6.6	10 > 14 7.1 5.6
Country x SES	L< M 9.1 9.3	L< M 8.9 9.5	L > M 8.1 7.4	L > M 8.3 7.1	L > M 7.8 7.7	L< M 6.7 7.1	L > M 6.1 5.8	L > M 6.5 6.2
Country x Sex	M > F 9.5 8.9	M< F 8.9 9.5	M > F 7.9 7.6	M > F 7.8 7.6	M< F 7.6 7.8	M > F 7.3 6.4	M > F 6.4 5.5	M > F 6.8 5.9
Age	10< 14 7.2 8.0				SES	UL > UM 7.7 7.5		
Age x SES					SES x Sex			
Age x Sex					Sex	M > F 7.8 7.4		

Occupational Values Frequency Item 6 - Self-Satisfaction: *26* Tukeys HSD = .411

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	8	4	7	3	5	1	2	6
Means:	8.0	8.7	8.3	8.9	8.7	9.6	9.0	8.6
Country x Age	10< 14 8.0 8.0	10< 14 8.5 8.9	10 > 14 8.4 8.3	10< 14 8.8 8.9	10< [illegible] 8.0 9.4	10< 14 9.5 9.7	10< 14 8.5 9.5	10< 14 7.7 9.6
Country x SES								
Country x Sex	M< F 7.9 8.1	M< F 8.5 8.9	M< F 7.9 8.8	M< F 8.7 9.1	M< F 8.5 8.9	M< F 9.0 10.1	M< F 8.6 9.4	M< F 8.5 8.7
Age	10< 14 8.4 9.0				SES	UL< UM 8.6 8.9		
Age x SES	10L< 10M 8.2 8.7	14L< 14M 9.0 9.1			SES x Sex			
Age x Sex	10M< 10F 8.2 8.6	14M< 14F 8.7 9.4			Sex	M< F 8.5 9.0		

Occupational Values Frequency Item 7 - Intellectual Stimulation: *27* Tukeys HSD = .407

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	1	6	2	8	4	5	3
Means:	8.0	9.2	8.5	9.0	7.6	8.6	8.6	8.9
Country x Age	10 > 14 8.1 8.0	10< 14 8.9 9.6	10 > 14 8.9 8.1	10 > 14 9.0 8.9	10 > 14 8.1 7.1	10 > 14 8.7 8.5	10 > 14 8.7 8.5	10< 14 8.8 9.1
Country x SES	L< M 8.0 8.0	L< M 9.0 9.5	L< M 8.3 8.6	L< M 8.8 9.1	L< M 7.2 8.0	L > M 8.6 8.6	L > M 8.7 8.5	L< M 8.6 9.3
Country x Sex	M< F 7.9 8.2	M< F 8.9 9.6	M< F 8.1 8.8	M< F 8.5 9.4	M > F 7.8 7.4	M< F 8.1 9.1	M< F 8.1 9.0	M< F 8.6 9.2
Age	10 > 14 8.6 8.5				SES	UL< UM 8.4 8.7		
Age x SES					SES x Sex	LM< LF 8.2 8.6	MM< MF 8.3 9.1	
Age x Sex	10M< 10F 8.4 8.9	14M< 14F 8.1 8.8			Sex	M< F 8.2 8.8		

Occupational Values Frequency Item 8 - Creativity: *28* Tukeys HSD = .525

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	5	2	6	4	1	7	8	3
Means:	7.3	8.5	6.8	7.7	8.6	6.6	6.4	8.5
Country x Age	10 > 14 7.3 7.2	10< 14 8.3 8.8	10 > 14 7.3 6.4	10 > 14 7.7 7.7	10 > 14 8.7 8.5	10 > 14 7.4 5.9	10 > 14 7.2 5.7	10 > 14 9.0 8.0
Country x SES	L< M 7.2 7.3	L< M 8.3 8.7	L< M 6.8 6.9	L< M 7.4 7.9	L< M 8.4 8.9	L > M 7.0 6.2	L > M 6.8 6.1	L > M 8.5 8.4
Country x Sex	M > F 7.8 6.7	M > F 8.9 8.1	M > F 7.7 6.0	M > F 8.5 6.9	M > F 9.1 8.1	M > F 7.6 5.6	M > F 7.2 5.7	M > F 9.3 7.6
Age	10 > 14 7.9 7.3				SES			
Age x SES					SES x Sex	LM > LF 8.4 6.7	MM > MF 8.2 7.0	
Age x Sex					Sex	M > F 8.3 6.9		

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE I

Occupational Values Frequency Item 9 - Security: *29* Tukeys HSD = .477

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	6	5	1	4	8	2	3	7
Means:	6.6	7.4	8.7	8.0	6.4	8.4	8.4	6.5
Country x Age								
Country x SES								
Country x Sex	M > F 6.7 6.5	M < F 7.3 7.5	M > F 8.8 8.6	M > F 8.1 7.9	M > F 6.5 6.3	M > F 8.6 8.3	M > F 8.8 8.0	M < F 6.3 6.8
Age	10 < 14 7.3 7.8				SES	UL > UM 8.0 7.1		
Age x SES	10L > 10M 7.5 7.1	14L > 14M 8.4 7.2			SES x Sex	LM < LF 7.9 8.0	MM > MF 7.3 7.0	
Age x Sex					Sex			

Occupational Values Frequency Item 10 - Prestige: *30* Tukeys HSD = .564

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	4	5	3	1	8	7	6
Means:	7.5	7.0	6.6	7.4	8.0	5.7	6.1	6.5
Country x Age	10 > 14 7.9 7.1	10 > 14 7.2 6.7	10 > 14 6.9 6.3	10 > 14 7.6 7.2	10 > 14 8.3 7.7	10 > 14 6.1 5.4	10 > 14 6.7 5.6	10 > 14 7.3 5.7
Country x SES								
Country x Sex								
Age	10 > 14 7.2 6.5				SES	UL > UM 7.0 6.7		
Age x SES	10L > 10M 7.6 6.9	14L < 14M 6.4 6.5			SES x Sex			
Age x Sex	10M > 10F 7.4 7.1	14M > 14F 6.9 6.1			Sex	M > F 7.1 6.6		

Occupational Values Item 11 - Economic Returns: *31* Tukeys HSD = .474

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	6	1	5	7	4	3	8
Means:	7.2	6.5	7.3	6.5	6.2	6.7	7.0	5.6
Country x Age	10 > 14 7.4 7.1	10 < 14 6.4 6.6	10 < 14 7.0 7.6	10 < 14 6.5 6.6	10 > 14 6.5 5.8	10 < 14 6.4 7.1	10 < 14 7.0 7.1	10 > 14 5.8 5
Country x SES								
Country x Sex	M > F 7.5 7.0	M > F 6.8 6.3	M > F 8.1 6.6	M > F 7.0 6.1	M > F 6.2 6.2	M > F 7.1 6.4	M > F 7.6 6.4	M > F 5.8 5
Age					SES	UL > UM 6.9 6.4		
Age x SES	10L > 10M 7.0 6.3	14L > 14M 6.8 6.5			SES x Sex	LM > LF 7.2 6.7	MM > MF 6.8 5.9	
Age x Sex	10M > 10F 6.9 6.4	14M > 14F 7.1 6.2			Sex	M > F 7.0 6.3		

Occupational Values Item 12 - Surroundings: *32* Tukeys HSD = .388

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	3	5	8	6	2	7	4	1
Means:	7.3	7.1	6.6	7.0	7.6	6.9	7.1	8.3
Country x Age	10 < 14 7.2 7.4	10 > 14 7.3 6.9	10 > 14 6.6 6.6	10 < 14 6.7 7.3	10 < 14 7.0 8.2	10 > 14 7.0 6.9	10 > 14 7.3 7.0	10 < 14 8.8 8
Country x SES	L > M 7.3 7.3	L > M 7.1 7.1	L > M 6.8 6.4	L < M 6.8 7.1	L > M 7.6 7.5	L > M 7.3 6.6	L > M 7.5 6.7	L > M 9.2 8.
Country x Sex	M < F 7.1 7.6	M < F 6.8 7.4	M < F 6.2 7.0	M < F 6.5 7.5	M < F 7.3 7.8	M < F 6.6 7.3	M < F 7.0 7.3	M < F 8.0 9.
Age	10 < 14 7.2 7.4				SES	UL > UM 7.5 7.2		
Age x SES	10L > 10M 7.3 7.2	14L > 14M 7.6 7.1			SES x Sex			
Age x Sex					Sex	M < F 6.9 7.7		

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE I

Occupational Values Item 13 - Associates: *33* Tukeys HSD = .448

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	8	1	7	6	3	2	5
Means:	8.0	6.1	8.7	7.5	7.6	8.1	8.4	7.9
Country x Age	10<14 7.5 8.5	10>14 6.4 5.8	10<14 7.9 9.4	10<14 7.1 7.9	10<14 7.4 7.9	10<14 7.7 8.5	10<14 7.7 9.2	10<14 7.1 8.8
Country x SES	L<M 7.9 8.2	L<M 6.1 6.1	L<M 8.4 8.9	L<M 7.3 7.7	L>M 7.7 7.6	L<M 8.0 8.1	L>M 8.5 8.4	L>M 8.2 7.7
Country x Sex	M<F 7.4 8.7	M<F 6.0 6.3	M<F 8.2 9.1	M<F 6.9 8.0	M<F 7.3 8.0	M<F 7.7 8.5	M<F 8.3 8.6	M<F 7.6 8.3

Age	10<14 7.4 8.2		SES	
Age x SES			SES x Sex	
Age x Sex	10M<10F 7.1 7.6	14M<14F 7.8 8.7	Sex	M<F 7.4 8.2

Occupational Values Frequency Item 15 - Follow Father: *35* Tukeys HSD = .587

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	3	1	4	5	8	6	2	7
Means:	5.1	6.0	5.0	4.8	4.3	4.7	5.3	4.6
Country x Age	10>14 6.1 4.1	10>14 7.4 4.6	10>14 5.8 4.2	10>14 5.8 3.8	10>14 6.1 2.6	10>14 5.5 3.8	10>14 6.1 4.5	10>14 5.3 3.9
Country x SES	L<M 4.4 5.8	L<M 5.3 6.7	L<M 4.2 5.8	L<M 3.5 6.2	L<M 3.8 4.9	L<M 3.7 5.6	L<M 4.2 6.4	L<M 4.3 4.8
Country x Sex	M>F 6.2 3.9	M>F 7.1 4.9	M>F 6.5 3.5	M>F 5.8 3.8	M>F 5.1 3.6	M>F 6.4 2.9	M>F 6.7 3.9	M>F 5.3 3.9

Age	10>14 6.0 3.9	SES	UL<UM 4.2 5.8
Age x SES		SES x Sex	
Age x Sex		Sex	M<F 6.1 3.8

Occupational Values Frequency Item 14 - Variety: *34* Tukeys HSD = .396

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	6	8	1	7	2	5	3	4
Means:	6.2	5.7	7.0	6.2	6.9	6.5	6.7	6.6
Country x Age	10>14 6.4 6.1	10>14 6.0 5.4	10<14 7.0 7.1	10<14 6.0 6.4	10<14 6.4 7.5	10>14 6.6 6.4	10>14 6.8 6.5	10<14 6.2 7.1
Country x SES	L>M 6.3 6.2	L>M 6.5 4.9	L>M 7.2 6.9	L>M 6.3 6.1	L<M 6.9 7.0	L>M 6.7 6.3	L>M 7.1 6.2	L<M 6.3 7.0
Country x Sex	M<F 6.1 6.5	M<F 5.4 5.9	M<F 6.5 7.5	M<F 6.0 6.4	M>F 6.9 6.9	M<F 5.9 7.2	M<F 6.2 7.1	M>F 6.7 6.6

Age		SES	UL>UM 6.6 6.3
Age x SES		SES x Sex	
Age x Sex		Sex	M<F 6.2 6.8

Intrinsic Occupational Values Score: *36* Tukeys HSD = .154

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	8	6	7	4	3	2	5	1
Means:	6.6	7.0	6.8	7.0	7.1	7.2	7.0	7.3
Country x Age	10<14 6.5 6.7	10<14 6.8 7.1	10>14 6.9 6.7	10<14 7.0 7.1	10<14 7.0 7.2	10>14 7.2 7.1	10<14 7.0 7.1	10<14 7.2 7.5
Country x SES	L>M 6.8 6.5	L>M 7.0 6.9	L<M 6.7 6.8	L<M 7.0 7.1	L<M 7.1 7.2	L>M 7.2 7.1	L>M 7.0 7.0	L<M 7.2 7.5
Country x Sex	M<F 6.6 6.7	M<F 6.9 7.1	M<F 6.6 7.0	M<F 6.9 7.2	M<F 7.1 7.2	M<F 6.9 7.5	M<F 6.7 7.4	M<F 7.3 7.4

Age	10<14 7.0 7.1	SES		
Age x SES		SES x Sex	LM<LF 6.9 7.1	MM<MF 6.8 7.2
Age x Sex		Sex	M<F 6.9 7.2	

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE I

Extrinsic Occupational Values Score: *37* Tukeys HSD = .174

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	3	1	4	6	7	5	8
Means:	7.2	7.0	7.2	7.0	6.8	6.8	6.9	6.6
Country x Age	10 ' 14 7.0 7.3	10 > 14 7.2 6.9	10 < 14 7.1 7.3	10 > 14 7.0 7.0	10 > 14 6.9 6.7	10 < 14 6.7 6.9	10 < 14 6.8 6.9	10 > 14 6.8 6.4
Country x SES	L > M 7.3 7.1	L < M 7.0 7.1	L > M 7.3 7.1	L > M 7.0 7.0	L > M 6.9 6.7	L < M 6.8 6.8	L < M 6.8 6.9	L > M 6.8 6.4
Country x Sex	M > F 7.4 7.0	M > F 7.1 6.9	M > F 7.5 6.9	M > F 7.1 6.9	M > F 6.9 6.8	M > F 7.1 6.4	M > F 7.2 6.5	M > F 6.6 6.6
Age					SES	UL > UM 7.0 6.9		
Age x SES					SES x Sex	LM > LF 7.1 6.8	MM > MF 7.1 6.7	
Age x Sex					Sex	M > F 7.1 6.8		

Occupational Interest Item 3 - Child's Obj. Expectation:* *39* Tukeys HSD = .147

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	2	4	3	7	5	8	6
Means:	2.0	2.2	2.5	2.3	2.8	2.7	2.9	2.7
Country x Age	10 < 14 2.2 1.8	10 < 14 2.3 2.1	10 < 14 2.6 2.4	10 > 14 2.2 2.4	10 < 14 2.9 2.8	10 < 14 2.7 2.6	10 < 14 3.0 2.8	10 < 14 2.8 2.
Country x SES	L < M 2.3 1.6	L < M 2.5 1.9	L < M 2.9 2.0	L < M 2.8 1.8	L < M 3.1 2.5	L < M 3.0 2.3	L < M 3.2 2.6	L < M 3.2 2.
Country x Sex	M > F 1.7 2.2	M > F 1.7 2.7	M < F 2.6 2.4	M > F 2.1 2.5	M < F 2.8 2.8	M > F 2.4 2.9	M > F 2.8 3.0	M > F 2.4 3.
Age	10 < 14 2.6 2.4				SES	UL < UM 2.9 2.1		
Age x SES	10L < 10M 2.9 2.2	14L < 14M 2.8 2.0			SES x Sex	LM > LF [illegible].8 2.9	MM > MF 1.8 2.5	
Age x Sex					Sex	M > F 2.3 2.7		

Reversed item - 1 high, 6 low. All < and > are positioned accordingly.

Occupational Interest Item 1 - Child's Obj. Aspiration:* *38* Tukeys HSD = .150

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	2	4	3	7	6	8	5
Means:	1.9	2.0	2.3	2.2	2.6	2.4	2.6	2.4
Country x Age	10 < 14 2.1 1.7	10 < 14 2.2 1.9	10 < 14 2.4 2.2	10 > 14 2.1 2.2	10 < 14 2.6 2.6	10 < 14 2.5 2.4	10 < 14 2.8 2.5	10 < 14 2.5 2.3
Country x SES	L < M 2.2 1.7	L < M 2.3 1.8	L < M 2.7 1.9	L < M 2.5 1.8	L < M 2.8 2.3	L < M 2.7 2.2	L < M 2.9 2.4	L < M 2.8 2.0
Country x Sex	M > F 1.6 2.2	M > F 1.6 2.5	M < F 2.4 2.3	M > F 2.0 2.4	M < F 2.6 2.5	M > F 2.1 2.8	M > F 2.5 2.8	M > F 2.0 2.8
Age	10 < 14 2.4 2.2				SES	UL < UM 2.6 2.0		
Age x SES					SES x Sex	LM > LF 2.5 2.8	MM > MF 1.7 2.3	
Age x Sex					Sex	M > F 2.1 2.5		

Both OII variables are reversed so that a score of 1 is high and a score of 6 is low. All < and > are positioned to comply.

Occupational Interest Discrepancy (3-1) + 6: *40* Tukeys HSD = .137

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	8	5	6	-	3	4	2	1
Means:	6.0	6.2	6.2	6.1	6.2	6.2	6.2	6.3
Country x Age								
Country x SES								
Country x Sex								
Age					SES	UL > UM 6.3 6.1		
Age x SES					SES x Sex	LM > LF 6.3 6.2	MM < MF 6.1 6.1	
Age x Sex					Sex	M > F 6.2 6.2		

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE I

Occupational Interest Discrepancy (5-1) + 6: *41* Tukeys HSD = .175

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	4	6	2	5	3	7	8
Means:	7.3	6.7	6.5	6.8	6.7	6.8	6.5	6.5
Country x Age	10 < 14 7.1 7.6	10 < 14 6.6 6.8	10 < 14 6.4 6.7	10 < 14 6.8 6.9	10 < 14 6.6 6.7	10 > 14 6.9 6.7	10 < 14 6.5 6.5	10 < 14 6.4 6.6
Country x SES	L > M 8.5 6.1	L > M 7.7 5.7	L > M 7.4 5.7	L > M 7.6 6.1	L > M 7.3 6.1	L > M 7.6 6.0	L > M 7.3 5.7	L > M 7.3 5.7
Country x Sex	M > F 7.6 7.1	M > F 7.1 6.2	M < F 6.5 6.6	M > F 7.1 6.6	M < F 6.6 6.7	M > F 7.1 6.5	M > F 6.6 6.4	M > F 6.9 6.1
Age	10 < 14 6.7 6.8				SES	UL > UM 7.6 5.9		
Age x SES					SES x Sex	LM > LF 7.7 7.5	MM > MF 6.2 5.6	
Age x Sex					Sex	M > F 6.9 6.5		

Occupational Interest Discrepancy (10-1) + 6: *43* Tukeys HSD = .147

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	8	3	5	4	1	7	6	2
Means:	5.9	6.1	6.0	6.1	6.2	5.9	5.9	6.1
Country x Age								
Country x SES								
Country x Sex								
Age					SES	UL > UM 6.1 6.0		
Age x SES					SES x Sex			
Age x Sex					Sex	M < F 6.0 6.1		

Occupational Interest Discrepancy (9-1) + 6: *42* Tukeys HSD = .145

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	8	4	7	3	1	5	6	2
Means:	5.9	6.0	5.9	6.1	6.1	6.0	6.0	6.1
Country x Age	10 < 14 5.9 5.9	10 > 14 6.0 6.0	10 > 14 6.0 5.9	10 < 14 6.1 6.1	10 < 14 6.1 6.2	10 > 14 6.0 5.9	10 > 14 6.0 5.9	10 < 14 6.0 6.3
Country x SES								
Country x Sex	M > F 6.0 5.9	M > F 6.0 6.0	M > F 6.0 5.9	M < F 6.1 6.2	M < F 6.1 6.2	M > F 6.0 5.9	M < F 5.9 6.0	M > F 6.3 6.0
Age					SES	UL > UM 6.1 6.0		
Age x SES					SES x Sex	LM > LF 6.2 6.0	MM < MF 5.9 6.0	
Age x Sex					Sex			

Student Questionnaire Item 11 - Child Education Aspiration:* *109* Tukeys HSD = .132

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	6	8	4	7	1	3	5
Means:	1.5	1.9	2.9	1.7	2.3	1.3	1.6	1.8
Country x Age	10 < 14 1.7 1.2	10 < 14 2.0 1.7	10 < 14 2.9 2.8	10 > 14 1.6 1.8	10 > 14 2.1 2.4	10 > 14 1.3 1.4	10 < 14 1.7 1.4	10 > 14 1.7 1.8
Country x SES	L < M 1.6 1.3	L < M 2.1 1.6	L < M 3.3 2.4	L < M 2.1 1.2	L < M 2.7 1.8	L < M 1.6 1.1	L < M 2.0 1.2	L < M 2.2 1.3
Country x Sex	M > F 1.3 1.6	M > F 1.4 2.3	M > F 2.9 2.9	M > F 1.6 1.7	M < F 2.3 2.2	M > F 1.3 1.4	M > F 1.6 [illegible]	M > F 1.6 2.0
Age	10 < 14 1.9 1.8				SES	UL < UM 2.2 1.5		
Age x SES	10L < 10M 2.2 1.5	14L < 14M 2.2 1.4			SES x Sex	LM > LF 2.1 2.4	MM > MF 1.4 1.6	
Age x Sex					Sex	M > F 1.7 2.0		

Reversed item - 1 high, 6 low. All < and > are positioned accordingly.

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE I

SAI - Total Active Coping: *44* Tukeys HSD = .292

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	6	3	4	8	2	5	7
Means:	6.4	5.8	6.0	5.9	5.1	6.3	5.9	5.4
Country x Age	10< 14 6.1 6.8	10< 14 5.6 5.9	10< 14 6.0 6.1	10< 14 5.7 6.1	10< 14 5.0 5.2	10< 14 6.2 6.3	10< 14 5.7 6.1	10< 14 5.0 5.8
Country x SES	L< M 6.3 6.5	L< M 5.3 6.2	L > M 6.1 5.9	L< M 5.9 6.0	L< M 4.9 5.3	L > M 6.3 6.2	L > M 6.0 5.8	L< M 5.1 5.8
Country x Sex								
Age	10< 14 5.7 6.0				SES	UL< UM 5.7 6.0		
Age x SES					SES x Sex			
Age x Sex					Sex	M > F 6.0 5.7		

SAI - Total Active Defensive: *46* Tukeys HSD = .265

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	5	2	3	6	1	4	8
Means:	1.5	1.9	2.0	1.9	1.7	2.0	1.9	1.1
Country x Age	10 > 14 1.5 1.5	10< 14 1.8 1.9	10 < 14 1.9 2.2	10 > 14 1.9 1.9	10< 14 1.6 1.7	10< 14 1.9 2.2	10< 14 1.7 2.1	10> 14 1.4 0
Country x SES	L > M 1.5 1.5	L > M 1.9 1.8	L > M 2.1 1.9	L > M 2.0 1.8	L > M 1.9 1.4	L > M 2.2 1.9	L > M 2.1 1.6	L > M 1.2 1
Country x Sex	M > F 1.7 1.3	M > F 2.1 1.6	M > F 2.3 1.7	M > F 2.1 1.8	M > F 1.7 1.6	M > F 2.5 1.6	M > F 2.3 1.5	M > F 1.4 0
Age	10< 14 1.7 1.8				SES	UL > UM 1.9 1.6		
Age x SES					SES x Sex			
Age x Sex					Sex	M > F 2.0 1.5		

SAI - Total Passive Coping: *45* Tukeys HSD = .278

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	3	2	5	7	6	4	8
Means:	6.3	5.9	6.0	5.9	5.4	5.8	5.9	3.8
Country x Age	10< 14 6.1 6.5	10< 14 5.9 6.0	10 > 14 6.4 5.5	10< 14 5.9 5.9	10 > 14 5.4 5.3	10 > 14 6.3 5.4	10 > 14 6.2 5.6	10 > 14 4.1 3.5
Country x SES	L< M 6.3 6.3	L< M 5.8 6.1	L > M 6.1 5.8	L< M 5.7 6.0	L< M 5.2 5.5	L > M 6.0 5.6	L > M 6.0 5.8	L > M 3.9 3.8
Country x Sex	M > F 6.3 6.3	M > F 6.0 5.9	M< F 5.8 6.1	M< F 5.9 5.9	M > F 5.4 5.3	M< F 5.5 6.1	M< F 5.8 6.0	M > F 3.9 3.8
Age	10 > 14 5.8 5.5				SES			
Age x SES	10L< 10M 5.7 5.8	14L > 14M 5.5 5.4			SES x Sex			
Age x Sex	10M > 10F 5.8 5.8	14M< 14F 5.4 5.5			Sex			

SAI - Total Passive Defensive: *47* Tukeys HSD = .276

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	3	4	2	7	5	6	8
Means:	3.6	3.2	3.0	3.4	2.9	2.9	2.9	2.3
Country x Age	10 > 14 3.8 3.4	10 > 14 3.3 3.1	10 > 14 3.1 2.8	10 > 14 3.6 3.2	10 > 14 3.1 2.6	10< 14 2.9 3.0	10 > 14 2.9 2.9	10 > 14 2.3 2.
Country x SES	L > M 4.0 3.2	L > M 3.7 2.7	L > M 3.0 2.9	L > M 3.7 3.1	L > M 3.0 2.7	L > M 3.2 2.7	L > M 3.3 2.5	L > M 2.3 2.
Country x Sex	M< F 3.5 3.6	M< F 3.1 3.3	M< F 2.8 3.1	M< F 3.4 3.4	M< F 2.6 3.1	M< F 2.6 3.3	M< F 2.8 3.0	M > F 2.3 2.2
Age	10 > 14 3.1 2.9				SES	UL > UM 3.3 2.8		
Age x SES					SES x Sex	LM< LF 3.1 3.4	MM< MF 2.7 2.8	
Age x Sex	10M< 10F 3.1 3.2	14M< 14F 2.7 3.0			Sex	M< F 2.9 3.1		

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE I

Sentence Completion Coping Style Scale (Aggression) - Stance: *48* Tukeys HSD = .084

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	1	6	3	8	2	5	7
Means:	2.0	2.1	1.9	2.0	1.8	2.0	2.0	1.9
Country x Age	10< 14 1.9 2.2	10< 14 2.0 2.1	10< 14 1.9 2.0	10< 14 2.0 2.1	10< 14 1.8 1.8	10< 14 2.0 2.0	10< 14 1.9 2.1	10< 14 1.8 2.1
Country x SES								
Country x Sex	M > F 2.0 2.0	M< F 2.0 2.1	M< F 1.9 2.0	M > F 2.0 2.0	M< F 1.7 1.9	M< F 1.9 2.1	M< F 2.0 2.1	M< F 1.9 1.9
Age	10< 14 1.9 2.0				SES	UL< UM 1.9 2.0		
Age x SES					SES x Sex			
Age x Sex	10M< 10F 1.9 2.0	14M< 14F 2.0 2.1			Sex	M< F 1.9 2.0		

Sentence Completion Coping Style Scale (Aggression) - Engagement: *49* Tukeys HSD = .059

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	5	2	6	3	7	1	4	8
Means:	1.8	1.9	1.8	1.9	1.8	1.9	1.9	1.7
Country x Age	10< 14 1.8 1.9	10< 14 1.9 1.9	10< 14 1.8 1.8	10< 14 1.8 1.9	10 > 14 1.8 1.8	10< 14 1.9 1.9	10< 14 1.9 1.9	10< 14 1.7 1.8
Country x SES	L > M 1.9 1.8	L > M 1.9 1.9	L< M 1.8 1.8	L< M 1.9 1.9	L< M 1.7 1.8	L< M 1.9 1.9	L< M 1.8 1.9	L< M 1.7 1.8
Country x Sex								
Age	10< 14 1.8 1.9				SES	UL< UM 1.8 1.9		
Age x SES	10L< 10M 1.8 1.8	14L< 14M 1.8 1.9			SES x Sex			
Age x Sex	10M< 10F 1.7 1.9	14M< 14F 1.8 1.9			Sex	M< F 1.8 1.9		

Sentence Completion Coping Style Scale (Aggression) - Coping: *50* Tukeys HSD = .170

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:								
Means:								
Country x Age	10< 14 2.1 2.8	10< 14 2.8 3.2	10< 14 2.0 2.2	10< 14 2.2 2.3	10< 14 1.9 2.0	10 > 14 2.8 2.7	10< 14 2.4 2.5	10< 14 2.0 2.4
Country x SES								
Country x Sex	M > F 2.6 2.3	M > F 3.0 2.9	M< F 2.1 2.1	M > F 2.3 2.2	M< F 1.9 2.0	M< F 2.5 2.9	M< F 2.4 2.5	M< F 2.2 2.2
Age	10< 14 2.3 2.5				SES	UL< UM 2.3 2.5		
Age x SES					SES x Sex			
Age x Sex					Sex			

Sentence Completion (Aggression) - Frequency Affect Negative: *51* Tukeys HSD = .072

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	6	7	2	5	1	4	8	3
Means:	0.6	0.6	0.7	0.6	0.8	0.6	0.5	0.6
Country x Age	10 > 14 0.7 0.6	10 > 14 0.6 0.5	10 > 14 0.7 0.6	10< 14 0.6 0.6	10 > 14 0.8 0.8	10< 14 0.6 0.6	10 > 14 0.5 0.5	10 > 14 0.7 0.6
Country x SES								
Country x Sex	M< F 0.6 0.7	M< F 0.5 0.6	M > F 0.7 0.6	M< F 0.6 0.7	M > F 0.8 0.8	M > F 0.7 0.6	M< F 0.5 0.5	M< F 0.6 0.6
Age	10 > 14 0.7 0.6				SES	UL > UM 0.6 0.6		
Age x SES					SES x Sex			
Age x Sex					Sex			

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE I

Sentence Completion (Aggression) - Frequency Affect Neutral: *52* Tukeys HSD = .072

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	3	2	7	4	8	5	1	6
Means:	0.4	0.5	0.3	0.4	0.2	0.4	0.5	0.4
Country x Age	10 < 14 0.3 0.4	10 < 14 0.4 0.5	10 < 14 0.3 0.4	10 > 14 0.4 0.4	10 < 14 0.2 0.2	10 > 14 0.4 0.4	10 < 14 0.5 0.5	10 < 14 0.3 0.4
Country x SES								
Country x Sex	M > F 0.4 0.3	M > F 0.5 0.4	M < F 0.3 0.4	M > F 0.4 0.3	M < F 0.2 0.2	M < F 0.3 0.4	M > F 0.5 0.5	M > F 0.4 0.4
Age	10 < 14 0.3 0.4				SES	UL < UM 0.4 0.4		
Age x SES					SES x Sex			
Age x Sex					Sex			

Sentence Completion Coping Style Scale (Authority) - Stance: *54* Tukeys HSD = .176

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	3	2	8	4	1	6	7	5
Means:	9.5	9.6	9.0	9.4	9.6	9.2	9.2	9.3
Country x Age	10 < 14 9.4 9.6	10 < 14 9.6 9.6	10 < 14 9.0 9.0	10 > 14 9.5 9.3	10 > 14 9.7 9.5	10 > 14 9.2 9.2	10 < 14 9.0 9.3	10 < 14 9.2 9.5
Country x SES	L < M 9.5 9.5	L < M 9.5 9.7	L < M 8.9 9.2	L > M 9.4 9.4	L > M 9.7 9.5	L < M 9.2 9.3	L < M 9.1 9.3	L < M 9.2 9.4
Country x Sex	M > F 9.5 9.5	M > F 9.7 9.5	M < F 8.9 9.1	M > F 9.5 9.3	M > F 9.6 9.6	M < F 9.2 9.3	M < F 9.2 9.2	M < F 9.3 9.4
Age					SES	UL < UM 9.3 9.4		
Age x SES					SES x Sex	LM < LF 9.3 9.3	MM > MF 9.4 9.4	
Age x Sex	10M < 10F 9.3 9.4	14M > 14F 9.5 9.3			Sex			

Sentence Completion Attitude Scale - Authority: *53* Tukeys HSD = .228

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	2	7	5	6	3	1	8
Means:	7.1	7.4	6.6	6.7	6.7	7.3	7.5	6.2
Country x Age	10 > 14 7.3 6.9	10 > 14 7.5 7.4	10 > 14 7.0 6.3	10 > 14 7.0 6.5	10 > 14 6.8 6.6	10 > 14 [illegible] 6.9	10 > 14 7.8 7.1	10 > 14 6.6 5.9
Country x SES								
Country x Sex	M > F 7.1 7.0	M > F 7.5 7.4	M < F 6.3 6.9	M > F 6.8 6.7	M < F 6.6 6.9	M < F 6.9 7.7	M < F 7.4 7.5	M < F 6.2 6.2
Age	10 > 14 7.2 6.7				SES			
Age x SES					SES x Sex			
Age x Sex					Sex	M < F 6.9 7.0		

Sentence Completion Coping Style Scale (Authority) - Engagement: *55* Tukeys HSD = .151

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	8	3	2	1	4	6	5
Means:	7.1	7.0	7.4	[illegible]	7.6	7.3	7.3	7.3
Country x Age	10 > 14 7.2 7.0	10 > 14 7.2 6.9	10 > 14 7.5 7.3	10 > 14 7.7 7.1	10 < 14 7.4 7.8	10 > 14 7.5 7.2	10 > 14 7.3 7.3	10 < 14 7.2 7.5
Country x SES	L > M 7.2 7.1	L < M 7.0 7.1	L < M 7.3 7.4	L > M [illegible] 7.4	L > M 7.7 7.6	L > M 7.4 7.3	L < M 7.3 7.4	L < M 7.3 7.3
Country x Sex								
Age	10 > 14 7.4 7.3				SES			
Age x SES					SES x Sex			
Age x Sex	10M < 10F 7.4 7.4	14M > 14F 7.3 7.2			Sex	M > F 7.4 7.3		

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE I

Sentence Completion Coping Style Scale (Authority) - Coping: *56* Tukeys HSD = .393

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:								
Means:								
Country x Age	10< 14 12.8 13.2	10< 14 11.7 12.2	10 >14 11.4 11.3	10 > 14 11.9 11.3	10 > 14 11.7 11.6	10 > 14 10.0 10.0	10< 14 11.2 11.4	10< 14 10.2 10.7
Country x SES	L> M 13.2 12.8	L< M 11.7 12.2	L< M 11.3 11.4	L< M 11.5 11.7	L> M 11.7 11.6	L< M 10.0 10.0	L< M 11.0 11.5	L< M 10.3 10.5
Country x Sex	M> F 13.4 12.6	M > F 12.3 11.5	M< F 11.3 11.4	M > F 11.9 11.4	M< F 11.5 11.8	M< F 9.7 10.2	M< F 11.2 11.3	M< F 10.3 10.5
Age					SES	UL< UM 11.3 11.5		
Age x SES					SES x Sex			
Age x Sex	10M< 10F 11.3 11.5	14M > 14F 11.7 11.2			Sex			

Sentence Completion (Authority) - Frequency Affect Negative: *57* Tukeys HSD = .158

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	6	1	7	8	5	4	3	2
Means:	1.3	1.7	1.3	1.3	1.4	1.4	1.5	1.7
Country x Age	10 > 14 1.4 1.2	10 > 14 1.9 1.5	10 > 14 1.3 1.3	10< 14 1.3 1.3	10 >14 1.5 1.3	10 > 14 1.4 1.4	10 >14 1.5 1.5	10 >14 1.7 1.6
Country x SES								
Country x Sex	M< F 1.1 1.6	M< F 1.4 1.9	M< F 1.2 1.4	M< F 1.1 1.5	M< F 1.4 1.4	M >F 1.5 1.4	M< F 1.4 1.6	M < F 1.6 1.7
Age	10 > 14 1.5 1.4				SES			
Age x SES					SES x Sex			
Age x Sex	10M < 10F 1.4 1.6	14M< 14F 1.2 1.6			Sex	M < F 1.3 1.6		

Sentence Completion (Authority) - Frequency Affect Neutral: *58* Tukeys HSD = .038

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	7	2	1	5	3	6	8
Means:	2.5	2.3	2.7	2.7	2.5	2.6	2.5	2.2
Country x Age								
Country x SES	L< M 2.5 2.5	L< M 2.2 2.3	L> M 2.8 2.6	L< M 2.6 2.7	L = M 2.5 2.5	L >M 2.6 2.5	L< M 2.5 2.5	L >M 2.2 2.1
Country x Sex	M >F 2.8 2.2	M >F 2.5 2.0	M> F 2.8 2.5	M > F 2.9 2.5	M > F 2.6 2.5	M< F 2.5 2.6	M > F 2.5 2.4	M > F 2.2 2.1
Age	10< 14 2.4 2.5				SES			
Age x SES					SES x Sex			
Age x Sex	10M >10F 2.5 2.3	14M > 14F 2.7 2.4			Sex	M > F 2.6 2.3		

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE I

Sentence Completion (Authority) - Frequency Affect Positive: *59* Tukeys HSD = .03

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	5	6	4	3	7	8	1
Means:	0.1	0.0	0.0	0.1	0.1	0.0	0.0	0.2
Country x Age	10 < 14 0.1 0.2	10 < 14 0.0 0.0	10 > 14 0.0 0.0	10 > 14 0.1 0.0	10 > 14 0.1 0.1	10 > 14 0.0 0.0	10 > 14 0.0 0.0	10 > 14 0.2 0.1
Country x SES								
Country x Sex	M < F 0.1 0.2	M > F 0.0 0.0	M < F 0.0 0.0	M < F 0.0 0.1	M < F 0.1 0.2	M < F 0.0 0.0	M < F 0.0 0.0	M < F 0.1 0.2
Age	10 > 14 0.1 0.1				SES			
Age x SES	10L < 10M 0.1 0.1	14L > 14M 0.1 0.1			SES x Sex			
Age x Sex					Sex	M < F 0.1 0.1		

Sentence Completion Coping Style Scale (Anxiety) - Engagement: *61* Tukeys HSD = .122

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	5	2	7	3	8	6	4	1
Means:	4.7	4.9	4.6	4.9	4.3	4.7	4.7	5.2
Country x Age	10 > 14 4.7 4.7	10 > 14 4.9 4.9	10 > 14 4.6 4.6	10 > 14 5.1 4.8	10 < 14 4.2 4.3	10 > 14 4.7 4.6	10 > 14 4.7 4.7	10 < 14 5.1 5
Country x SES								
Country x Sex	M > F 4.9 4.5	M > F 5.0 4.9	M > F 4.7 4.5	M > F 5.0 4.8	M > F 4.4 4.1	M > F 4.8 4.6	M > F 4.8 4.6	M > F 5.2 5
Age	10 > 14 4.8 4.7				SES			
Age x SES					SES x Sex			
Age x Sex					Sex	M > F 4.8 4.6		

Sentence Completion Coping Style Scale (Anxiety) - Stance: *60* Tukeys HSD = .131

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	5	3	4	2	8	7	6	1
Means:	5.1	5.3	5.1	5.4	4.6	5.0	5.1	5.4
Country x Age	10 < 14 5.1 5.1	10 < 14 5.2 5.4	10 > 14 5.1 5.1	10 > 14 5.4 5.3	10 < 14 4.6 4.6	10 > 14 5.1 5.0	10 < 14 5.0 5.1	10 < 14 5.4 5.5
Country x SES								
Country x Sex	M > F 5.3 4.9	M > F 5.4 5.2	M > F 5.3 5.0	M > F 5.5 5.2	M > F 4.8 4.5	M > F 5.2 4.9	M > F 5.2 4.9	M > F 5.4 5.4
Age					SES			
Age x SES	10L < 10M 5.1 5.2	14L > 14M 5.2 5.1			SES x Sex			
Age x Sex	10M > 10F 5.2 5.0	14M > 14F 5.3 5.0			Sex	M > F 5.3 5.0		

Sentence Completion Coping Style Scale (Anxiety) - Coping: *62* Tukeys HSD = .291

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:								
Means:								
Country x Age	10 < 14 6.6 7.0	10 < 14 7.1 7.6	10 > 14 7.1 7.0	10 > 14 6.8 6.6	10 < 14 5.1 5.2	10 > 14 6.5 6.4	10 < 14 6.0 6.2	10 < 14 6.5 6.
Country x SES								
Country x Sex	M > F 7.1 6.4	M > F 7.8 6.9	M > F 7.4 6.7	M > F 7.1 6.3	M > F 5.5 4.9	M > F 6.7 6.2	M > F 6.5 5.6	M < F 6.4 6.
Age	10 < 14 6.5 6.6				SES	[illegible]L < [illegible]M 6.5 6.6		
Age x SES	10L < 10M 6.4 6.6	14L > 14M 6.6 6.5			SES x Sex			
Age x Sex	10M > 10F 6.7 6.2	14M > 14F 6.9 6.2			Sex	M > F 6.8 6.2		

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE I

Sentence Completion (Anxiety) - Frequency Affect Negative: *63* Tukeys HSD = .093

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	3	5	6	7	1	4	2	8
Means:	0.6	0.5	0.5	0.4	0.9	0.6	0.6	0.4
Country x Age	10 > 14 0.6 0.6	10 > 14 0.5 0.4	10< 14 0.4 0.5	10< 14 0.4 0.4	10 > 14 0.9 0.8	10 < 14 0.6 0.6	10 > 14 0.7 0.6	10 > 14 0.4 0.4
Country x SES								
Country x Sex	M< F 0.4 0.7	M < F 0.3 0.6	M< F 0.3 0.6	M< F 0.3 0.6	M< F 0.7 1.0	M< F 0.5 0.7	M< F 0.4 0.8	M< F 0.4 0.4
Age	10 > 14 0.6 0.5				SES	UL > UM 0.6 0.5		
Age x SES	10L > 10M 0.6 0.5	14L < 14M 0.5 0.5			SES x Sex			
Age x Sex	10M < 10F 0.5 0.7	14M < 14F 0.4 0.7			Sex	M < F 0.4 0.7		

Sentence Completion (Anxiety) - Frequency Affect Neutral: *64* Tukeys HSD = .093

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	6	4	3	2	8	5	7	1
Means:	1.4	1.5	1.6	1.6	1.1	1.4	1.4	1.6
Country x Age	10 < 14 1.4 1.4	10 < 14 1.5 1.6	10 > 14 1.6 1.5	10 > 14 1.6 1.6	10< 14 1.1 1.2	10> 14 1.4 1.4	10< 14 1.3 1.4	10 < 14 1.6 1.6
Country x SES								
Country x Sex	M > F 1.6 1.3	M > F 1.7 1.4	M > F 1.7 1.4	M > F 1.7 1.4	M > F 1.3 1.0	M > F 1.5 1.3	M > F 1.6 1.2	M > F 1.6 1.6
Age	10 < 14 1.4 1.5				SES	UL < UM 1.4 1.5		
Age x SES	10L < 10M 1.4 1.5	14L > 14M 1.5 1.5			SES x Sex			
Age x Sex	10M > 10F 1.5 1.3	14M > 14F 1.6 1.3			Sex	M > F 1.6 1.3		

Sentence Completion Attitude Scale - Interpersonal Relations: *65* Tukeys HSD = .282

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	3	1	6	5	8	4	2	7
Means:	10.2	10.5	9.4	9.8	8.8	10.1	10.3	9.2
Country x Age	10 > 14 10.5 9.9	10 > 14 10.7 10.3	10 > 14 9.9 8.9	10 > 14 10.1 9.4	10 > 14 9.0 8.7	10 > 14 10.4 9.8	10 > 14 10.6 10.0	10 < 14 9.2 9.2
Country x SES	L > M 10.2 10.1	L < M 10.3 10.7	L > M 9.5 9.4	L > M 9.8 9.7	L > M 8.9 8.7	L< M 10.1 10.2	L < M 10.1 10.5	L > M 9.2 9.1
Country x Sex	M < F 10.0 10.3	M< F 10.4 10.5	M < F 9.2 9.6	M< F 9.7 9.8	M< F 8.7 9.0	M< F 9.8 10.4	M< F 10.1 10.5	M< F 9.1 9.2
Age	10 > 14 10.0 9.5				SES			
Age x SES					SES x Sex			
Age x Sex					Sex	M < F 9.6 9.9		

Sentence Completion Coping Style Scale (Interpersonal Relations) - Stance: *66* Tukeys HSD = .127

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	6	3	2	8	5	4	1
Means:	6.5	6.6	6.9	6.9	6.3	6.7	6.7	7.1
Country x Age	10 < 14 6.4 6.6	10 < 14 6.5 6.8	10 < 14 6.7 7.0	10 < 14 6.8 6.9	10 < 14 6.0 6.6	10 < 14 6.6 6.8	10 < 14 6.5 6.9	10< 14 7.0 7.2
Country x SES								
Country x Sex	M > F 6.6 6.4	M > F 6.7 6.5	M > F 7.0 6.7	M > F 6.9 6.8	M > F 6.3 6.3	M< F 6.7 6.7	M < F 6.7 6.8	M > F 7.1 7.0
Age	10 < 14 6.6 6.8				SES	UL < UM 6.7 6.7		
Age x SES					SES x Sex			
Age x Sex					Sex	M > F 6.8 6.7		

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE I

Sentence Completion Coping Style Scale (Interpersonal Relations) - Engagement: *67* Tukeys HSD = .141

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	8	3	1	2	5	4	6
Means:	5.9	5.8	6.1	6.4	6.2	6.1	6.1	6.0
Country x Age	10 < 14 5.8 6.0	10 < 14 5.8 5.9	10 < 14 6.0 6.2	10 > 14 6.5 6.4	10 < 14 5.9 6.5	10 < 14 6.0 6.2	10 < 14 6.0 6.2	10 < 14 5.8 6.2
Country x SES								
Country x Sex	M > F 6.0 5.9	M < F 5.8 5.8	M > F 6.2 6.1	M > F 6.6 6.2	M < F 6.2 6.2	M < F 6.0 6.2	M < F 6.1 6.2	M < F 6.0 6.0
Age	10 < 14 6.0 6.2				SES	UL < UM 6.1 6.1		
Age x SES					SES x Sex			
Age x Sex					Sex			

Sentence Completion Coping Style Scale (Interpersonal Relations) - Coping: *68* Tukeys HSD = .321

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:								
Means:								
Country x Age	10 < 14 7.5 8.5	10 < 14 8.1 9.0	10 < 14 8.0 8.4	10 < 14 9.[illegible] 9.9	10 < 14 8.3 9.4	10 14 8.4 8.9	10 14 8.5 9.4	10 < 14 7.7 8.5
Country x SES	L > M 8.1 7.9	L < M 8.4 8.7	L < M 8.1 8.3	L < M 9.4 9.5	L < M 8.8 8.8	L < M 8.5 8.8	L < M 8.7 9.2	L < M 7.9 8.3
Country x Sex	M > F 8.0 8.0	M > F 8.7 8.4	M < F 7.9 8.5	M > F 9.7 9.2	M > F 9.0 8.7	M < F 8.2 9.1	M < F 8.7 9.2	M < F 8.0 8.2
Age	10 < 14 8.2 9.0				SES	UL < UM 8.5 8.7		
Age x SES					SES x Sex			
Age x Sex	10M < 10F 8.0 8.4	14M > 14F 9.0 9.0			Sex	M < F 8.5 8.7		

Sentence Completion (Interpersonal Relations) - Frequency Affect Negative: *69* Tukeys HSD = .129

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	3	1	4	8	7	5	6	2
Means:	1.4	1.7	1.4	0.7	0.7	1.3	1.3	1.5
Country x Age								
Country x SES	L < M 1.4 1.4	L > M 1.7 1.7	L < M 1.3 1.4	L > M 0.7 0.7	L < M 0.7 0.7	L > M 1.3 1.3	L > M 1.4 1.2	L > M 1.5 1.
Country x Sex	M < F 1.3 1.5	M < F 1.6 1.8	M > F 1.4 1.3	M < F 0.7 0.8	M < F 0.7 0.8	M > F 1.4 1.2	M > F 1.3 1.2	M > F 1.5 1.
Age	10 > 14 1.3 1.2				SES	UL > UM 1.3 1.2		
Age x SES	10L > 10M 1.3 1.3	14L > 14M 1.2 1.1			SES x Sex			
Age x Sex	10M > 10F 1.3 1.3	14M < 14F 1.1 1.2			Sex			

Sentence Completion (Interpersonal Relations) - Frequency Affect Neutral: *70* Tukeys HSD = .129

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	8	5	1	2	4	3	6
Means:	1.5	1.3	1.6	2.2	2.2	1.7	1.7	1.5
Country x Age	10 < 14 1.3 1.7	10 < 14 1.2 1.4	10 < 14 1.6 1.7	10 < 14 2.2 2.3	10 < 14 2.2 2.3	10 > 14 1.7 1.7	10 < 14 1.6 1.8	10 < 14 1.4 1.6
Country x SES	L > M 1.5 1.5	L < M 1.2 1.3	L > M 1.7 1.6	L M 2.2 2.[illegible]	L > M 2.2 2.2	L < M 1.7 1.7	L < M 1.6 1.8	L < M 1.5 1.6
Country x Sex	M > F 1.6 1.4	M > F 1.4 1.2	M < F 1.6 1.7	M > F 2.3 2.2	M > F 2.3 2.2	M < F 1.6 1.8	M < F 1.7 1.7	M < F 1.5 1.
Age	10 14 1.6 1.8				SES	UL < UM 1.7 1.7		
Age x SES	10L 10M 1.6 1.7	14L < 14M 1.8 1.8			SES x Sex			
Age x Sex	10M < 10F 1.6 1.7	14M > 14F 1.9 1.7			Sex			

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE I

Sentence Completion (Interpersonal Relations) - Frequency Affect Positive: *71* Tukeys HSD = .025

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	2	7/8	3	4	5	6	7/8
Means:	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Country x Age	10 > 14 0.2 0.1	10 < 14 0.0 0.0	10 > 14 0.0 0.0	10 < 14 0.0 0.0	10 < 14 0.0 0.0	10 < 14 0.0 0.0	10 14 0.0 0.0	10 > 14 0.0 0.0
Country x SES								
Country x Sex								
Age	10 > 14 0.0 0.0				SES			
Age x SES					SES x Sex			
Age x Sex					Sex			

Sentence Completion Coping Style Scale (Task Achievement) - Stance: *73* Tukeys HSD = .199

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	3	1	5	8	7	2	4	6
Means:	7.6	7.8	7.4	7.2	7.2	7.6	7.5	7.3
Country x Age	10 < 14 7.5 7.6	10 14 7.6 7.9	10 > 14 7.5 7.3	10 < 14 7.2 7.2	10 < 14 7.1 7.3	10 > 14 7.6 7.5	10 < 14 7.4 7.5	10 < 14 7.3 7.3
Country x SES								
Country x Sex	M > F 7.6 7.5	M > F 7.9 7.6	M > F 7.5 7.4	M < F 7.2 7.2	M < F 7.1 7.3	M < F 7.5 7.6	M > F 7.5 7.4	M < F 7.3 7.3
Age					SES			
Age x SES					SES x Sex			
Age x Sex					Sex			

Sentence Completion Attitude Scale - Task Achievement: *72* Tukeys HSD = .204

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	1	8	4	5	6	3	7
Means:	7.1	7.2	6.0	6.9	6.8	6.4	7.1	6.3
Country x Age	10 > 14 7.2 7.1	10 < 14 7.1 7.2	10 > 14 6.6 5.5	10 > 14 7.1 6.8	10 > 14 6.9 6.7	10 > 14 6.5 6.2	10 > 14 7.1 7.0	10 > 14 6.4 6.2
Country x SES	L > M 7.3 7.0	L > M 7.2 7.2	L < M 6.0 6.1	L < M 6.9 6.9	L < M 6.7 6.9	L < M 6.3 6.4	L > M 7.1 7.0	L < M 6.1 6.5
Country x Sex	M > F 7.2 7.1	M < F 7.1 7.3	M < F 5.8 6.3	M < F 6.8 7.0	M < F 6.8 6.8	M < F 6.2 6.5	M < F 7.0 7.1	M < F 6.1 6.4
Age	10 > 14 6.9 6.6				SES			
Age x SES					SES x Sex			
Age x Sex					Sex	M < F 6.6 6.8		

Sentence Completion Coping Style Scale (Task Achievement) - Engagement: *74* Tukeys HSD = .182

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	1	6	7	3	5	4	8
Means:	6.5	6.7	6.2	6.0	6.4	6.2	6.3	6.0
Country x Age								
Country x SES								
Country x Sex	M > F 6.6 6.5	M > F 6.8 6.7	M > F 6.2 6.2	M < F 6.0 6.1	M < F 6.4 6.5	M > F 6.3 6.2	M > F 6.4 6.1	M < F 5.9 6.0
Age					SES			
Age x SES					SES x Sex			
Age x Sex					Sex			

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE I

Sentence Completion Coping Style Scale (Task Achievement) - Coping: *75* Tukeys HSD = .381

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:								
Means:								
Country x Age	10< 14 10.8 11.4	10< 14 10.5 11.4	10 >14 10.2 10.1	10< 14 9.8 10.5	10< 14 10.0 10.6	10< 14 11.9 11.9	10< 14 10.3 10.7	10< 14 9.2 9.6
Country x SES								
Country x Sex	M > F 11.2 10.9	M > F 11.4 10.5	M > F 10.2 10.1	M< F 10.1 10.2	M< F 10.2 10.4	M< F 11.7 12.0	M > F 10.6 10.4	M< F 9.4 9.4
Age	10< 14 10.4 10.8				SES	UL< UM 10.4 10.7		
Age x SES					SES x Sex			
Age x Sex					Sex			

Sentence Completion (Task Achievement) - Frequency Affect Neutral: *77* Tukeys HSD = .113

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	5	2	8	6	4	3	7
Means:	2.4	2.2	2.4	2.0	2.2	2.3	2.4	2.1
Country x Age	10 > 14 2.4 2.4	10< 14 2.2 2.2	10 > 14 2.4 2.4	10 >14 2.1 1.9	10< 14 2.1 2.3	10 > 14 2.4 2.2	10 >14 2.4 2.3	10= 14 2.1 2.1
Country x SES								
Country x Sex	M > F 2.5 2.3	M > F 2.3 2.1	M > F 2.5 2.3	M >F 2.0 2.0	M< F 2.2 2.2	M > F 2.3 2.3	M > F 2.4 2.3	M< F 2.1 2.1
Age					SES			
Age x SES					SES x Sex			
Age x Sex	10M > 10F 2.3 2.2	14M > 14F 2.3 2.2			Sex	M > F 2.3 2.2		

Sentence Completion (Task Achievement) - Frequency Affect Negative: *76* Tukeys HSD = .097

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	5	2	7	4	3	8	6	1
Means:	0.4	0.6	0.3	0.6	0.6	0.3	0.3	0.7
Country x Age	10 > 14 0.4 0.3	10 > 14 0.7 0.5	10 > 14 0.4 0.3	10 > 14 0.6 0.5	10 > 14 0.7 0.4	10 > 14 0.3 0.3	10 >14 0.4 0.3	10 > 14 0.8 0.7
Country x SES								
Country x Sex	M< F 0.3 0.4	M< F 0.5 0.7	M< F 0.3 0.4	M< F 0.5 0.6	M > F 0.6 0.6	M > F 0.3 0.3	M< F 0.3 0.4	M > F 0.7 0.7
Age	10 > 14 0.5 0.4				SES	UL > UM 0.5 0.5		
Age x SES					SES x Sex			
Age x Sex					Sex	M< F 0.5 0.5		

Sentence Completion (Task Achievement) - Frequency Affect Positive: *78* Tukeys HSD = .074

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	6	7	4	1	5	2	3	8
Means:	0.2	0.2	0.3	0.5	0.3	0.4	0.3	0.2
Country x Age	10< 14 0.2 0.3	10< 14 0.2 0.3	10< 14 0.3 0.3	10< 14 0.3 0.6	10< 14 0.2 0.3	10< 14 0.3 0.5	10< 14 0.2 0.4	10< 14 0.2 0.2
Country x SES								
Country x Sex	M< F 0.2 0.3	M > F 0.2 0.2	M< F 0.3 0.3	M< F 0.5 0.5	M > F 0.3 0.3	M< F 0.4 0.4	M< F 0.3 0.3	M >F 0.2 0.2
Age	10< 14 0.2 0.4				SES	UL< UM 0.3 0.3		
Age x SES	10L< 10M 0.2 0.2	14L< 14M 0.3 0.4			SES x Sex			
Age x Sex					Sex	M< F 0.3 0.3		

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE I

Sentence Completion Attitude Scale - Total: *79* Tukeys HSD = .501

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	3	1	7	5	6	4	2	8
Means:	24.3	25.1	22.0	23.3	22.3	23.8	24.8	21.7
Country x Age	10 > 14 24.8 23.8	10 > 14 25.3 24.9	10 > 14 23.5 20.5	10 > 14 24.0 22.6	10 > 14 22.7 21.9	10 > 14 24.7 22.9	10 > 14 25.6 24.0	10 > 14 22.1 21.3
Country x SES								
Country x Sex	M < F 24.3 24.3	M < F 25.0 25.2	M < F 21.2 22.8	M < F 23.2 23.4	M < F 21.9 22.6	M < F 22.9 24.7	M < F 24.5 25.1	M < F 21.5 21.9
Age	10 > 14 24.1 22.7				SES			
Age x SES					SES x Sex			
Age x Sex					Sex	M < F 23.1 23.7		

Sentence Completion Coping Style Scale (Total) - Stance: *80* Tukeys HSD = .391

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	1	7	3	8	5	6	2
Means	30.7	31.4	30.3	30.9	29.6	30.5	30.4	31.0
Country x Age	10 < 14 30.2 31.1	10 < 14 30.9 31.8	10 < 14 30.2 30.5	10 > 14 31.0 30.8	10 < 14 29.4 29.9	10 < 14 30.5 30.6	10 < 14 30.0 30.8	10 < 14 30.6 31.5
Country x SES	L < M 30.6 30.8	L < M 31.2 31.6	L < M 30.0 30.7	L > M 31.0 30.9	L > M 29.6 29.6	L < M 30.3 30.8	L < M 30.0 30.8	L < M 30.9 31.2
Country x Sex	M > F 31.1 30.2	M > F 31.8 30.9	M > F 30.5 30.2	M > F 31.2 30.	M < F 29.6 29.6	M < F 30.5 30.6	M > F 30.6 30.3	M < F 31.0 31.1
Age	10 < 14 30.4 30.9				SES	UL < UM 30.5 30.8		
Age x SES					SES x Sex			
Age x Sex	10M > 10F 30.4 30.3	14M > 14F 31.2 30.6			Sex	M > F 30.8 30.5		

Sentence Completion Coping Style Scale (Total) - Engagement: *81* Tukeys HSD = .320

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	2	8	1	5	4	3	6
Means:	26.1	26.4	26.1	26.6	26.2	26.2	26.3	26.2
Country x Age	10 < 14 26.1 26.1	10 < 14 26.4 26.5	10 > 14 26.1 26.0	10 > 14 27.0 26.2	10 < 14 25.7 26.7	10 > 14 26.3 26.1	10 < 14 26.2 26.3	10 < 14 25.8 26.5
Country x SES								
Country x Sex	M > F 26.4 25.8	M > F 26.5 26.4	M > F 26.2 26.0	M > F 26.8 26.4	M > F 26.2 26.2	M < F 26.1 26.3	M > F 26.5 26.0	M < F 26.1 26.3
Age	10 < 14 26.2 26.3				SES			
Age x SES					SES x Sex			
Age x Sex	10M > 10F 26.2 26.2	14M > 14F 26.5 26.1			Sex	M > F 26.4 26.2		

Sentence Completion Coping Style Scale (Total) - Coping: *82* Tukeys HSD = .926

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:								
Means:								
Country x Age	10 < 14 39.7 42.8	10 < 14 40.3 43.4	10 < 14 38.8 39.0	10 < 14 39.9 40.4	10 < 14 36.8 38.6	10 < 14 39.4 39.7	10 < 14 38.3 40.2	10 < 14 35.6 37.8
Country x SES								
Country x Sex	M > F 42.4 40.2	M > F 43.3 40.3	M < F 38.9 38.9	M > F 41.1 39.2	M > F 37.8 37.6	M < F 38.7 40.4	M > F 39.5 39.0	M < F 36.4 37.0
Age	10 < 14 38.6 40.2				SES	UL < UM 39.0 39.8		
Age x SES					SES x Sex			
Age x Sex	10M > 10F 38.6 38.6	14M > 14F 40.9 39.6			Sex	M > F 39.7 39.1		

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE I

Sentence Completion (Total) - Frequency Affect Negative: *83* Tukeys HSD = .337

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	1	7	8	3	6	5	2
Means:	4.3	5.0	4.1	3.6	4.3	4.3	4.3	4.9
Country x Age	10 > 14 4.7 4.0	10 > 14 5.4 4.6	10 > 14 4.2 4.0	10 > 14 3.7 3.5	10 > 14 4.7 4.0	10 < 14 4.2 4.3	10 > 14 4.4 4.1	10 > 14 5.2 4.7
Country x SES								
Country x Sex	M < F 3.7 4.9	M < F 4.4 5.6	M < F 3.9 4.3	M < F 3.2 4.0	M < F 4.1 5.5	M > F 4.4 4.1	M < F 4.0 4.5	M < F 4.9 5.0
Age	10 > 14 4.6 4.1				SES	L > UM 4.4 4.3		
Age x SES					SES x Sex			
Age x Sex	10M < 10F 4.4 4.7	14M < 14F 3.7 4.5			Sex	M < F 4.1 4.6		

Sentence Completion (Total) - Frequency Affect Positive: *100* Tukeys HSD = .088

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	8	7	1	4	3	6	5
Means:	0.5	0.3	0.3	0.5	0.4	0.4	0.3	0.4
Country x Age	10 < 14 0.5 0.5	10 < 14 0.2 0.3	10 < 14 0.3 0.3	10 < 14 0.4 0.7	10 < 14 0.4 0.5	10 < 14 0.4 0.5	10 < 14 0.3 0.4	10 > 14 0.4 0.4
Country x SES								
Country x Sex								
Age	10 < 14 0.3 0.4				SES	UL < UM 0.4 0.4		
Age x SES					SES x Sex			
Age x Sex					Sex	M < F 0.4 0.4		

Sentence Completion (Total) - Frequency Affect Neutral: *99* Tukeys HSD = .341

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	6	8	2	1	5	4	3	7
Means:	8.2	7.7	8.6	8.9	8.2	8.3	8.4	7.7
Country x Age	10 < 14 7.9 8.5	10 < 14 7.3 8.1	10 < 14 8.5 [illegible]	10 > 14 8.9 8.8	10 < 14 8.0 8.3	10 > 14 8.4 8.2	10 < 14 8.1 8.5	10 < 14 7.5 8.0
Country x SES								
Country x Sex	M > F 8.8 7.6	M > F 8.3 7.1	M > F 8.8 8.3	M > F 9.3 8.4	M > F 8.5 8.0	M < F 8.2 8.4	M > F 8.7 8.1	M > F 7.8 7.6
Age	10 < 14 8.1 8.4				SES			
Age x SES					SES x Sex			
Age x Sex	10M > 10F 8.3 7.9	14M > 14F 8.9 8.0			Sex	M > F 8.6 7.9		

Sentence Completion - Interaction with Parents: *85* Tukeys HSD = .167

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	3	6	5	1	4	2	8
Means:	4.7	5.1	4.8	4.9	5.3	5.0	5.1	4.6
Country x Age	10 > 14 5.0 4.4	10 > 14 5.4 4.7	10 > 14 5.0 4.6	10 > 14 5.1 4.8	10 > 14 5.5 5.1	10 > 14 5.2 4.9	10 > 14 5.3 5.0	10 < 14 4.5 4.7
Country x SES								
Country x Sex	M > F 4.8 4.6	M < F 5.0 5.1	M < F 4.8 4.8	M > F 5.0 4.9	M < F 5.2 5.4	M < F 5.0 5.1	M < F 5.1 5.1	M < F 4.5 4.7
Age	10 > 14 5.1 4.8				SES	L > UM 5.0 4.9		
Age x SES					SES x Sex			
Age x Sex	10M > 10F 5.1 5.1	14M < 14F 4.7 4.8			Sex			

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE 1

Sentence Completion ______ - Interaction with Father: *87* Tukeys HSD = .209

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	8	1	4	6	7	3	2	5
Means:	3.9	4.7	4.5	4.2	4.0	4.7	4.7	4.2
Country x Age	10 > 14 4.2 3.7	10 > 14 5.1 4.3	10 > 14 4.6 4.4	10 > 14 4.5 3.8	10 > 14 4.0 4.0	10 > 14 5.0 4.4	10 > 14 4.9 4.5	10 > 14 4.3 4.0
Country x SES	L < M 3.8 4.1	L > M 4.8 4.6	L > M 4.7 4.4	L > M 4.3 4.0	L < M 4.0 4.0	L > M 4.7 4.7	L = M 4.7 4.7	L > M 4.3 4.0
Country x Sex								
Age	10 > 14 4.6 4.2				SES	UL > UM 4.4 4.3		
Age x SES					SES x Sex			
Age x Sex	10M > 10F 4.6 4.5	14M < 14F 4.1 4.2			Sex			

Story Completion Scale Sum - Stance: *89* Tukeys HSD = .096

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	4	6	3	1	5	7	8
Means:	2.7	2.6	2.5	2.7	2.7	2.5	2.4	2.4
Country x Age	10 > 14 2.8 2.6	10 > 14 2.7 2.5	10 > 14 2.6 2.4	10 > 14 2.7 2.6	10 < 14 2.7 2.7	10 > 14 2.7 2.3	10 > 14 2.5 2.3	10 > 14 2.5 2.
Country x SES	L > M 2.7 2.7	L > M 2.8 2.5	L > M 2.6 2.4	L > M 2.7 2.7	L > M 2.7 2.7	L > M 2.5 2.5	L > M 2.[illegible] 2.3	L > M 2.5 2.
Country x Sex	M < F 2.7 2.7	M < F 2.5 2.8	M > F 2.6 2.4	M > F 2.7 2.6	M < F 2.7 2.8	M < F 2.5 2.5	M < F 2.4 2.4	M < F 2.3 2.
Age	10 > 14 2.6 2.5				SES	UL > UM 2.6 2.5		
Age x SES					SES x Sex			
Age x Sex					Sex	M < F 2.5 2.6		

Reality/Fantasy Achievement Discrepancy: *88* Tukeys HSD = 1.992

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:								
Means:								
Country x Age								
Country x SES	L < M -1.8 2.0	L < M -3.8 3.8	L < M -2.6 2.8	L < M -2.0 1.9	L < M -2.6 1.0	L < M -1.3 1.2	L < M -4.5 2.5	L < M -3.2 2.9
Country x Sex	M > F 0.6 -0.4	M < F -0.4 0.4	M < F -0.3 0.5	M > F -0.0 -0.1	M > F 0.5 -2.1	M > F 0.8 -0.9	M < F -2.4 0.4	M < F -1.2 0.8
Age					SES	UL < UM -2.7 2.3		
Age x SES					SES x Sex			
Age x Sex	10M < 10F -0.3 0.5	14M > 14F -0.3 -0.9			Sex			

Story Completion Scale Sum - Engagement: *90* Tukeys HSD = .450

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	6	4	2	8	3	5	1
Means:	8.3	8.5	9.1	9.9	7.8	9.3	8.7	10.9
Country x Age	10 > 14 8.4 8.2	10 < 14 8.0 9.0	10 > 14 9.2 9.0	10 < 14 9.6 10.2	10 < 14 7.3 8.2	10 > 14 9.7 8.9	10 < 14 8.5 8.9	10 < 14 10.6 11.
Country x SES								
Country x Sex	M < F 8.2 8.5	M > F 9.0 8.0	M > F 9.2 9.0	M > F 10.2 9.6	M < F 7.7 7.8	M < F 8.9 9.6	M < F 8.4 9.0	M < F 10.8 11.
Age	10 < 14 8.9 9.2				SES	UL < UM 9.0 9.2		
Age x SES					SES x Sex			
Age x Sex					Sex			

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE I

Story Completion Scale Sum - Initiation: *91* Tukeys HSD = .559

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	6	4	5	2	8	3	7	1
Means:	13.9	14.3	13.9	15.2	12.0	14.4	13.7	16.7
Country x Age	10 > 14 14.0 13.7	10 < 14 13.6 15.0	10 > 14 14.1 13.8	10 < 14 14.8 15.6	10 < 14 11.4 12.5	10 > 14 14.8 14.0	10 < 14 13.5 14.0	10 < 14 16.5 16.9
Country x SES								
Country x Sex	M < F 13.6 14.1	M < F 14.3 14.4	M > F 14.0 13.8	M > F 15.5 14.9	M < F 11.9 12.0	M < F 13.9 14.8	M < F 13.4 14.1	M < F 16.4 17.0
Age	10 < 14 14.1 14.4				SES	L < M 14.2 14.4		
Age x SES					SES x Sex			
Age x Sex					Sex	M < F 14.1 14.4		

Story Completion Scale Sum - Affect Tone 1st: *93* Tukeys HSD = .271

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	6	5	8	3	4	2	7	1
Means:	13.8	14.1	13.7	14.4	14.3	14.5	13.7	15.0
Country x Age	10 > 14 14.0 13.6	10 < 14 14.1 14.2	10 > 14 14.0 13.4	10 > 14 14.4 14.3	10 < 14 14.2 14.4	10 > 14 14.9 14.1	10 > 14 13.9 13.6	10 < 14 14.7 15.
Country x SES	L < M 13.5 14.1	L < M 14.1 14.2	L > M 14.0 13.5	L < M 14.3 14.4	L < M 14.2 14.4	L > M 14.5 14.5	L > M 13.9 13.6	L > M 15.1 14.
Country x Sex	M > F 14.0 13.6	M > F 14.3 14.0	M > F 14.1 13.3	M > F 14.6 14.2	M > F 14.5 14.2	M > F 14.6 [illegible]	M > F 13.8 13.7	M > F 15.1 14
Age	10 > 14 14.3 14.1				SES			
Age x SES	10L < 10M 14.2 14.3	14L > 14M 14.2 14.0			SES x Sex			
Age x Sex					Sex	M > F 14.[illegible] 14.0		

Story Completion Scale Sum - Implementation: *92* Tukeys HSD = .556

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	6	5	3	2	8	4	7	1
Means:	14.1	14.4	14.9	15.3	13.1	14.5	13.9	16.7
Country x Age	10 < 14 13.6 14.6	10 < 14 13.5 15.3	10 < 14 14.7 15.0	10 < 14 14.7 15.9	10 < 14 12.2 14.1	10 > 14 14.8 14.3	10 [illegible] 14 13.6 14.2	10 < 14 16.4 17.0
Country x SES								
Country x Sex								
Age	10 < 14 14.2 15.0				SES	L < M 14.5 14.7		
Age x SES					SES x Sex			
Age x Sex	10M > 10F 14.3 14.1	14M < 14F 14.9 15.2			Sex			

Story Completion Scale Sum - Affect Tone 2nd: *94* Tukeys HSD = .291

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	3	4	8	7	2	6	5	1
Means:	16.1	16.0	15.6	15.9	16.2	15.9	15.9	16.5
Country x Age	10 < 14 15.9 16.4	10 < 14 15.8 16.2	10 < 14 15.6 15.7	10 < 14 15.8 15.9	10 < 14 16.0 16.3	10 > 14 16.0 15.8	10 < 14 15.9 15.9	10 < 14 16.3 16
Country x SES								
Country x Sex	M > F 16.2 16.1	M < F 15.7 16.3	M < F 15.6 15.7	M < F 15.9 15.9	M > F 16.3 16.1	M < F 15.7 16.1	M < F 15.7 16.1	M < F 16.3 16
Age	10 < 14 15.9 16.1				SES			
Age x SES					SES x Sex			
Age x Sex					Sex	M < F 15.9 16.1		

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE I

Story Completion Scale Sum - Persistence: *95* Tukeys HSD = .303

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	5	2	4	3	8	6	7	1
Means:	6.0	6.4	6.1	6.3	5.7	5.8	5.7	6.9
Country x Age	10< 14 5.9 6.1	10< 14 6.0 6.7	10< 14 6.1 6.2	10< 14 6.0 6.5	10< 14 5.2 6.1	10 >14 6.1 5.5	10< 14 5.6 5.8	10< 14 6.6 7.3
Country x SES	L< M 5.9 6.1	L< M 6.2 6.6	L> M 6.3 6.0	L< M 6.2 6.3	L< M 5.5 5.9	L> M 5.5 6.1	L< M 5.7 5.8	L> M 7.0 6.9
Country x Sex	M< F 5.9 6.1	M< F 6.3 6.5	M > F 6.2 6.1	M > F 6.4 6.1	M< F 5.6 5.8	M< F 5.6 6.0	M< F 5.6 5.8	M< F 6.7 7.1

Age	10< 14 5.9 6.3		SES	UL< UM 6.0 6.2
Age x SES			SES x Sex	
Age x Sex	10M< 10F 5.9 6.0	14M< 14F 6.2 6.4	Sex	M< F 6.0 6.2

Story Completion Coping Effectiveness - Aggression: *107* Tukeys HSD = .773

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	3	5	2	8	4	6	1
Means:	12.9	14.3	14.0	15.7	11.5	14.0	13.9	17.8
Country x Age	10< 14 12.1 13.8	10< 14 13.0 15.6	10< 14 13.6 14.3	10< 14 14.7 16.8	10< 14 10.9 12.0	10 > 14 14.0 14.0	10< 14 13.7 14.1	10< 14 17.5 18.1
Country x SES								
Country x Sex	M< F 12.1 13.8	M< F 13.9 14.6	M< F 13.5 14.5	M > F 15.7 15.7	M< F 11.4 11.5	M< F 13.4 14.5	M< F 13.3 14.5	M< F 16.9 18.6

Age	10< 14 13.7 14.8	SES	
Age x SES		SES x Sex	
Age x Sex		Sex	M< F 13.8 14.7

Story Completion Coping Effectiveness - Total Coping Effectiveness: *96* Tukeys HSD = 2.876

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	5	4	2	8	3	6	1
Means:	96.4	98.0	100.0	104.2	92.3	100.5	96.7	111.4
Country x Age	10< 14 95.3 97.6	10< 14 93.3 102	10 >14 100 100	10< 14 101 106	10< 14 88.4 96.1	10 > 14 102 98.2	10< 14 95.9 97.6	10< 14 109 113
Country x SES	L< M 95.2 97.7	L< M 97.0 98.9	L> M 100 99.7	L< M 103 104	L< M 90.2 94.3	L< M 99.8 101	L> M 97.4 96.0	L> M 112 110
Country x Sex	M< F 95.2 97.7	M< F 97.8 98.1	M< F 99.9 100	M > F 105 103	M< F 91.8 92.7	M< F 97.5 103	M< F 94.8 98.7	M< F 108 114

Age	10< 14 98.4 101	SES	UL< UM 99.4 100
Age x SES		SES x Sex	
Age x Sex		Sex	M< F 98.9 101

Story Completion Coping Effectiveness - Authority: *102* Tukeys HSD = .655

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	6	5	7	2	8	3	4	1
Means:	2.6	2.6	2.4	4.3	2.1	3.9	3.3	4.9
Country x Age	10 >14 3.1 2.1	10< 14 2.4 2.8	10 >14 2.8 1.9	10< 14 4.1 4.5	10< 14 2.0 2.2	10 >14 4.4 3.4	10 >14 3.3 3.2	10 >14 5.1 4.7
Country x SES	L< M 2.5 2.6	L> M 3.1 2.2	L< M 2.3 2.5	L< M 4.0 4.6	L< M 2.0 2.2	L< M 3.9 3.9	L< M 3.1 3.5	L> M 5.1 4.6
Country x Sex	M< F 2.2 3.0	M >F 2.6 2.6	M >F 2.8 2.0	M >F 4.5 4.1	M< F 2.0 2.2	M< F 3.7 4.1	M< F 3.0 3.5	M< F 4.6 5.2

Age	10 >14 3.4 3.1	SES	
Age x SES		SES x Sex	
Age x Sex		Sex	

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE I

Story Completion Coping Effectiveness - Authority: *108* Tukeys HSD = .714

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	5	2	6	3	8	4	7	1
Means:	12.2	13.1	12.1	12.8	10.4	12.4	11.3	13.8
Country x Age	10 < 14 12.1 12.2	10 < 14 12.2 13.9	10 < 14 12.0 12.2	10 > 14 12.9 12.8	10 < 14 9.6 11.2	10 < 14 12.3 12.4	10 < 14 10.3 12.3	10 > 14 14.0 13.6
Country x SES								
Country x Sex	M < F 11.8 12.6	M < F 12.9 13.3	M < F 12.0 12.3	M > F 12.9 12.8	M < F 10.3 10.6	M < F 11.4 13.3	M < F 10.5 12.1	M < F 13.3 14.3
Age	10 < 14 11.9 12.6				SES			
Age x SE					SES x Sex			
Age x Sex	10M < 10F 11.7 12.2	14M < 14F 12.1 13.1			Sex	M < F 11.9 12.6		

Story Completion Coping Effectiveness - Interpersonal Relations: *103* Tukeys HSD = .480

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	6	1	4	3	2	5	8
Means:	13.9	14.0	14.7	14.1	14.2	14.2	14.1	13.0
Country x Age	10 > 14 14.2 13.6	10 < 14 14.0 14.0	10 > 14 15.0 14.3	10 > 14 14.4 13.9	10 < 14 14.2 14.2	10 > 14 14.7 13.8	10 > 14 14.2 14.1	10 > 14 13.3 12
Country x SES								
Country x Sex								
Age	10 > 14 14.2 13.8				SES	UL > UM 14.1 13.9		
Age x SES					SES x Sex			
Age x Sex					Sex			

Story Completion Coping Effectiveness - Anxiety: *104* Tukeys HSD = .505

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	8	5	2	3	6	4	7	1
Means:	12.6	13.7	14.1	13.8	13.5	13.7	13.3	15.0
Country x Age	10 < 14 12.4 12.8	10 < 14 12.4 14.9	10 > 14 14.1 14.1	10 < 14 13.6 14.0	10 < 14 13.2 13.7	10 < 14 13.5 13.8	10 < 14 13.1 13.5	10 < 14 14.3 15.7
Country x SES	L < M 12.5 12.7	L < M 12.8 14.5	L > M 14.3 14.0	L < M 13.8 13.8	L < M 13.3 13.6	L < M 13.5 13.8	L < M 13.2 13.4	L < M 14.8 15.2
Country x Sex								
Age	10 < 14 13.3 14.1				SES	UL < UM 13.5 13.9		
Age x SES					SES x Sex	LM > LF 13.9 13.2	UM > UF 14.0 13.7	
Age x Sex					Sex	M > F 13.9 13.5		

Story Completion Coping Effectiveness - Interpersonal Relations: *106* Tukeys HSD = .707

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	5	6	7	2	8	3	4	1
Means:	10.8	10.5	10.2	11.6	6.9	11.5	11.2	13.5
Country x Age	10 > 14 10.8 10.7	10 < 14 9.8 11.2	10 < 14 9.9 10.4	10 < 14 11.1 12.2	10 < 14 6.2 7.6	10 < 14 11.2 11.8	10 < 14 10.4 12.0	10 < 14 13.1 13
Country x SES								
Country x Sex	M < F 10.5 11.1	M > F 10.7 10.4	M < F 9.9 10.4	M > F 11.8 11.5	M > F 7.0 6.8	M < F 10.9 12.2	M > F 11.2 11.2	M < F 13.2 13
Age	10 < 14 10.3 11.2				SES			
Age x SES	10L > 10M 10.5 10.2	14L < 14M 11.1 11.3			SES x Sex			
Age x Sex					Sex			

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE [illegible]

Story Completion Coping Effectiveness - Academic Task Achievement: *101* Tukeys HSD = .818

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	5	1	3	4	6	7	8
Means:	19.2	18.0	19.5	18.9	18.8	17.6	17.3	16.6
Country x Age	10 > 14 19.3 19.2	10 > 14 18.1 17.9	10 > 14 19.7 19.3	10 > 14 19.0 18.9	10 < 14 18.2 19.3	10 > 14 18.7 16.4	10 > 14 18.0 16.5	10 > 14 16.8 16.4
Country x SES								
Country x Sex	M < F 18.8 19.7	M > F 18.5 17.4	M > F 19.7 19.4	M > F 19.0 18.9	M < F 18.4 19.1	M < F 17.1 18.0	M < F 17.2 17.4	M < F 16.0 17.2

Age 10 > 14 18.5 18.0

Age x SES 10L > 10M 18.6 18.3 14L < 14M 17.8 18.2

Age x Sex

SES

SES x Sex LM < LF 17.9 18.5 MM > MF 18.2 18.2

Sex M < F 18.1 18.4

Story Completion Coping Effectiveness - Non-Academic Task Achievement: *105* Tukeys HSD = .630

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	5	3	1	6	8	2	4	7
Means:	12.9	13.0	13.2	12.6	11.4	13.1	12.9	12.2
Country x Age	10 > 14 13.0 12.7	10 > 14 13.1 12.9	10 < 14 13.1 13.3	10 < 14 12.2 13.0	10 < 14 11.1 11.7	10 > 14 13.2 13.0	10 > 14 13.2 12.6	10 < 14 11.9 12.4
Country x SES	L < M 12.5 13.2	L < M 12.9 13.1	L > M 13.7 12.8	L < M 12.5 12.6	L < M 11.2 11.6	L < M 13.0 13.2	L > M 13.0 12.8	L < M 11.9 12.4
Country x Sex								

Age

Age x SES

Age x Sex 10M > 10F 12.8 12.4 14M < 14F 12.7 12.8

SES

SES x Sex

Sex

Story Completion Scale Sum - Sociability: *97* Tukeys HSD = .113

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	6	1	5	8	4	2	3
Mean :	2.0	2.0	2.3	2.0	1.9	2.2	2.3	2.3
Country x Age	10 < 14 1.9 2.1	10 < 14 1.9 2.1	10 < 14 2.3 2.4	10 < 14 2.0 2.1	10 > 14 2.0 1.8	10 < 14 2.1 2.3	10 < 14 2.2 2.4	10 < 14 2.2 2.4
Country x SES	L < M 1.9 2.1	L < M 1.8 2.2	L < M 2.3 2.4	L > M 2.0 2.0	L > M 1.9 1.9	L < M 2.2 2.3	L < M 2.2 2.4	L < M 2.2 2.3
Country x Sex	M > F 2.0 2.0	M > F 2.0 2.0	M < F 2.2 2.4	M < F 2.0 2.1	M > F 2.0 1.9	M > F 2.2 2.2	M < F 2.3 2.3	M > F 2.3 2.2

Age 10 < 14 2.1 2.2

Age x SES

Age x Sex

SES UL < UM 2.1 2.2

SES x Sex

Sex

Story Completion Scale Sum - Attitude Toward Authority: *98* Tukeys HSD = .086

Country:	Brazil	Mexico	England	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	8	3	7	1	5	4	6	2
Means:	1.8	2.1	2.0	2.2	2.0	2.0	2.0	2.2
Country x Age	10 > 14 1.9 1.7	10 < 14 2.1 2.2	10 > 14 2.0 1.9	10 < 14 2.1 2.3	10 < 14 2.0 2.0	10 < 14 2.0 2.0	10 > 14 2.0 2.0	10 < 14 2.2 2.2
Country x SES	L > M 1.9 1.7	L > M 2.2 2.1	L > M 2.0 1.9	L < M 2.2 2.2	L > M 2.0 2.0	L > M 2.0 2.0	L < M 1.9 2.0	L < M 2.2 2.2
Country x Sex	M < F 1.8 1.8	M > F 2.2 2.1	M > F 2.0 1.9	M > F 2.2 2.2	M < F 2.0 2.0	M < F 2.0 2.1	M < F 1.9 2.0	M < F 2.1 2.2

Age

Age x SES

Age x Sex

SES UL > UM 2.0 2.0

SES x Sex

Sex M < F 2.0 2.0